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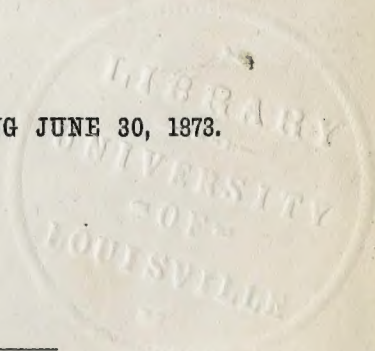
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SUPERINTENDENT OF PUBLIC INSTRUCTION

OF KENTUCKY,

FOR THE SCHOOL YEAR ENDING JUNE 30, 1873.



FRANKFORT, KY.:

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AL REPORT

DEPARTMENT OF PUBLIC INSTRUCTION

OF KENTUCKY

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FOR THE SCHOOL YEAR ENDING 1873-74

PRINTED AT THE UNIVERSITY PRESS, LOUISVILLE
BY J. M. WEAVER, BOOKBINDER

22 Feb. '41 M.L.

LETTER.

STATE OF KENTUCKY,
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
FRANKFORT, KY., October 15, 1873. }

To His Excellency, P. H. LESLIE, Governor of the State of Kentucky:

In compliance with the statute prescribing my duty, I have the honor to present your Excellency with the Report of the Superintendent of Public Instruction.

Your obedient servant,
H. A. M. HENDERSON,
Superintendent Public Instruction.

LETTER

—

My dear Sir,
I have the honor to acknowledge the receipt of your letter of the 14th inst. in relation to the matter of the 1st inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration. I am, Sir, very respectfully,
Your obedient servant,
H. A. M. HARRINGTON

ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
OF THE
STATE OF KENTUCKY.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
FRANKFORT, October —, 1873. }

To the General Assembly of Kentucky:

In presenting my report for the year ending June 30th, 1872-'73, it is my gratifying privilege to state that it has been a year of substantial progress in every department of the Common School System. With but rare exceptions, the reports of the Commissioners, and correspondence of this office, bear to the Superintendent cheering evidence of a great educational revival, pervading almost every section of the State. Through the agency of the Teachers' Institute, the addresses of the Superintendent, and of those representative men whom he has succeeded in enlisting as advocates and exponents of a system of Common Schools, public attention may be said to be thoroughly arrested. Never before did the subject, in Kentucky, have such vigorous presentation before the people as during the past summer. In addition to a widely diffused canvass engaged in by the Superintendent, speaking at the great centers of influence and population, such men as the Hon. James B. McCreary, Hon. Thomas F. Hargis, Hon. W. C. P. Breckinridge, and Gen. Frank Wolford, have not hesitated to lend their powerful advocacy to the cause by encouraging the teachers, and stimulating the sentiments of the timid and skeptical to a more courageous and confident development. The

era has passed when the subject shall be treated with either indifference or contempt; but those who think and have an unselfish interest in the good of the Commonwealth will see to it that it shall have strong, fair, and generous treatment in every community. Teachers' Institutes have been held in almost every county, and the attendance has been large, and the results profitable. The increased interest in Common Schools is further indicated by the pressing demand for competent teachers, and the growth of sentiment in favor of Normal Schools for the professional training of instructors. From every quarter there is a cry for the building of more convenient school-houses, provided with better seats and apparatus than the old ones.

And while it must not be concealed that ignorance and indifference hold sway in some localities, and apathy to duty and painful incapacity must be subscribed to the names of many school officers and teachers, yet, from wide personal observation and voluminous correspondence, as the representative head of the Common School System, I can unqualifiedly assure its friends that prosperity has waited upon its career during the past year, and a momentum has been obtained which will carry it forward, in an increasing ratio of progress, toward that goal fixed for its reach by the most aspiring advocates of popular education.

Under the efficient agency of the Teachers' Institutes, the qualifications of instructors, as a class, have been substantially improved; and more carefulness in the granting of certificates has been exercised by commissioners and examiners. It is much more difficult now than formerly to obtain a certificate to teach in Kentucky. The number of applicants offering, and the higher standard established for qualifications, constitute two facts contributing to the result. An increased demand for competent teachers, and a willingness to pay them more remunerative wages, are operating to turn the attention of many young ladies and gentlemen to this honorable occupation. The teacher who does not see fit, by industrious study, to quicken his pace, is left behind in the race, and is dropped from the roll of aspirants for employment in our schools. Districts that two years ago were willing to employ the poorest teachers, at the cheapest cost, are now anxious to engage the services of the best at an outlay, to some extent, at least, commensurate with the talents employed.

Several of the larger towns have either established, or are agitating the question of Graded Schools, and in some others there has been a reconstruction of existing systems, which will prove of material benefit.

I confidently believe that such has been the public interest excited, that within the next two years every considerable town in the State will have in efficient operation a system of Graded Schools, while gratifying advances will be made in those already blessed with these colleges of the people.

The beneficent legislation of last winter has been so generally approved, that it should be a cause of lasting congratulation to those who aided in enlarging and liberalizing the statutes pertaining to Common Schools. Here and there has been heard a thin note of dissent, but it has been lost amid the general expression of approbation.

A great system like ours may meet with opposition, and be embarrassed in its operations, but it is impossible long to stay its progress. It is an element in the civilization of the age which cannot be thrown out without materially interfering with the peace and prosperity and order of society. It will continue to grow in popular favor until it shall be regarded as the most valuable adjunct in the conservation of society and the administration of good government. Being a compensatory system, the taxes will be discovered to be an economical expenditure, securing education for all at a cost entirely disproportionate to that incident to the old plan of private schools. Year by year the murmur of discontent will grow fainter as the temples of learning rise, and the people see the glad young immortals being trained for intelligent citizenship, and society steadily improving under the happy influences exerted in every neighborhood through the agency of the Common School, until at length the era will dawn when darkness shall flee away, and the sun of enlightenment shall reign with radiant sceptre in the mind of every citizen.

I have omitted from this report the apportionment tables and the settlements of the Commissioners, and the general statistical reports of Commissioners, choosing to summarize such matter as I thought would be of public interest, rather than incur the increased expense of putting them in print. If published they would swell this Report to a volume of five hundred pages, adding to its cost in printing and mailing a sum not less than one thousand dollars. These matters have been carefully audited, and all parties interested in them have had manuscript statements satisfactory to them, and their publication here could be of no possible interest to the public, but by making this volume formidable, and crowding it with serried battalions of figures, would only serve to deter the timid from its perusal, thus defeating the very end for which it is printed and circulated.

COMPARATIVE ESTIMATES.

The law upon the subject of apportionment is as follows:

The Superintendent of Public Instruction shall, on or before the first day of August, 1870, and at the same time each succeeding year, ascertain and estimate, as near as may be, the net revenue that will accrue from all sources during the school year, the pro rata share thereof each white child will be entitled to according to the whole number of white children between the ages of six and twenty years in the State, and the proportion thereof each county and each district will be entitled to according to the whole number of such children residing in each county and district respectively, as shown by the returns of the County Commissioner. If, at the time of making such estimate and apportionment, the tax-book or census returns of the Commissioner for any county has not been made to him, he shall use the returns made and tax-book for the previous year. It shall be the duty of the Superintendent, on or before the first day of August, to file a copy of said estimate and apportionment with the Auditor of Public Accounts, and to cause a sufficient number of copies thereof to be printed and delivered to the County Commissioner of each county for distribution among the Trustees of his county. It shall be the duty of the Auditor to furnish to the Superintendent such facts and statements as may be needed in making the estimate and apportionment. Whatever difference may exist between the actual and estimated revenue of the school fund, for any school year, shall be taken into the account of the estimate and apportionment for the succeeding school year.—*See School Laws, article 1, section 6.*

The following is the estimate for the year ending June 30th, 1873:

SCHOOL FUND.

A STATEMENT of moneys which may be expected to be paid into the Treasury during the year ending 30th June, 1873, subject to the order of the Superintendent of Public Instruction, viz:

Amount of revenue 1872, as per valuation of 1871, at 20 cents.	\$852,645 41
Amount of delinquents relisted with sheriffs	75,000 00
	<hr/>
	\$927,645 41
Less sheriffs' commissions, &c.	\$105,000 00
Paid previous to 1st July, 1872.	62 36
	<hr/>
	105,062 36
	<hr/>
	\$822,583 05
From interest on State school bond	79,620 00
From Bank of Ashland.	1,000 00
From Bank of Kentucky	6,000 00
From Commercial Bank of Kentucky.	7,500 00
From Farmers' Bank of Kentucky	8,500 00
From Farmers' and Drovers' Bank	900 00
From tax on billiards.	2,000 00
	<hr/>
Amount carried forward	\$928,103 05

Amount brought forward	\$928,103 05
From tax on dogs	1,500 00
From Bank of Shelbyville.	950 00
From sheriffs' old balances	20,000 00
	<hr/>
	\$950,553 05
Balance in Treasury 1st July, 1872, not transferred	\$177,168 00
Deficit 1st July, 1872.	150,295 23
	<hr/>
	26,872 77
	<hr/>
	\$977,425 82
Deduct estimated amount of unpaid school drafts for the year 1872, 1st July, 1872	\$15,000 00
Deduct estimated amount of \$822,583 05 to cover balance uncollected 1st July, 1873.	50,000 00
	<hr/>
	65,000 00
	<hr/>
Total amount of estimated receipts 1st July, 1873.	\$912,425 82

The interest on county school bonds is not included in the above estimates.

Attest:

D. HOWARD SMITH, Auditor.

SCHOOL FUND.

A STATEMENT of moneys which may be expected to be paid into the Treasury during the year ending June 30th, 1874, subject to the order of the Superintendent of Public Instruction, viz:

Amount of revenue 1873, as per valuation of 1872, at 20 cents.	\$807,337 50
Amount of delinquents relisted with sheriff	30,000 00
	<hr/>
	\$837,337 50
Less sheriff's commissions, &c.	110,000 00
	<hr/>
	\$727,337 50
From interest on State School bond.	79,620 00
From Bank of Ashland.	1,000 00
From Bank of Kentucky	6,000 00
From Commercial Bank of Kentucky.	6,000 00
From Farmers' Bank of Kentucky	8,400 00
From Farmers' and Drovers' Bank.	1,000 00
From tax on billiards.	2,000 00
From tax on dogs	1,500 00
From Bank of Shelbyville	900 00
From sheriffs' old balances	20,000 00
	<hr/>
	\$853,757 50
Balance in Treasury 1st July, 1873	63,593 45
	<hr/>
	\$917,350 95
	<hr/>
Amount carried forward	\$917,350 95

Amount brought forward	\$917,350 95
Deduct estimated amount of unpaid school drafts for the year 1872, on 1st July, 1873.	\$150,000 00
Deduct estimated amount of \$727,337 50 to cover balances uncollected 1st July, 1874.	50,000 00
	<hr/> 200,000 00
Estimated amount to be distributed for school year 1873	<hr/> \$717,350 95

Attest : D. HOWARD SMITH, *Auditor*.

Interest on county school bonds not included in the above estimate.

DIMINISHED PER CAPITA.

During the school year ending June 30th, 1873, the pro rata to each pupil child was \$2 20. For the school year ending June 30th, 1874, it will be \$1 60. The question again recurs, "WHY IS THE *per capita* amount diminished?" In the *first* place, there has been an increase of 10,763 in the number of pupil children reported. The number being this much greater than last year to receive the benefits of the school fund, the pro rata to each pupil child must be correspondingly diminished.

In the *second* place, the annual revenue from the tax of twenty cents on the one hundred dollars falls short of last year \$45,307 91.

The decrease in the valuation of property, as returned by the assessors, is a subject requiring the scrutiny of the law-making power. What are the causes that have operated to produce a reduction in the value of property, in one year, to the amount of \$22,500,000? is a question demanding the attention of statesmanship.

In the *third* place, there was last year re-listed with the sheriffs the sum of \$75,000 due from delinquents. This year there is only \$30,000; making a difference of \$45,000.

In the *fourth* place, the Auditor last year made an over-estimate of one hundred and fifty thousand dollars, which must be deducted from the revenue of this year to liquidate matured school claims, as provided for by the law quoted.

In the *fifth* place, the dividends from bank stocks are \$1,550 less than last year. Tabulated, we have the following exhibit:

Increase in number of pupil children	10,763
Decrease in revenue from taxation	\$45,307 91
Decrease in re-listed taxes.	45,000 00
Over-estimate of last year.	150,000 00
Revenue from bank stocks.	1,550 00
Grand total.	<hr/> \$241,857 91

With, then, an increase of 10,763 pupil children, the Superintendent has for distribution the current school year \$241,857 91 less than the Auditor's estimate of last year.

No one can regret more than does the Superintendent this painful result; but he is compelled to base his apportionment upon the estimated revenue furnished him by the Auditor. He has no power to create funds. If he had the magic power of Midas to turn every thing he touched into gold, he would multiply the revenue until the teacher's heart should sing for joy; but as it is, he has to deal with inexorable facts and figures, which will not change their complexion at the wish or bidding of the most ardent friend of popular education.

The Auditor informs the Superintendent that, profiting by past experience, he has brought his estimate down to an actual cash basis that can be implicitly relied on.

SUSPENSION OF PAYMENT.

This is a topic which I had hoped would never again have a place in the Superintendent's Report; but I have been destined to a grievous disappointment. The law requires payment to be made of schools upon the 10th of January, as follows: Those taught out, 100 per cent.; those half taught out, 40 per cent. Upon the 10th of April, 100 per cent. for those taught out; 60 per cent. for those taught five months, that have been paid 40 per cent. in January. On the 10th of July the last payment is made. The revenue laws give the sheriff until April to pay the taxes into the Treasury. While money is worth 10 per cent., and on short loans a higher rate of interest, and human nature remains what it is, we may not expect much promptness in the paying over of the school funds at an earlier period than the limit allowed by law.

After April the taxes may be carried over in the hands of the taxpayers or the sheriff until the latter part of June by adding five *per cent.* If a speculation is on hand which promises a handsome return, money for three months' use may be worth five per cent., and the holder, prompted by his selfish interest, retains possession instead of placing it in the State Treasury. After June the Auditor, by the processes and annoying details of law, proceeds against the delinquent sheriffs, and the school claims have to be held in abeyance to wait the judgment of the courts. All suits must be brought in the Franklin circuit court, which sits in June and July, and judgment then obtained can be put off about two or three months—it being upon real estate—and such is the sentiment prevailing among the people, that executions levied are frequently returned, because no bids can be procured.

Most of the schools are begun early in the year, so that the greater majority have completed a whole or half year by the 10th day of January, and the claims are filed with the Superintendent and audited for payment. The rule is to liquidate them in the order in which they are received at the Superintendent's office, countersigned and filed with the Auditor. In a short time the accumulated funds are exhausted, and a large amount of claims have to wait the slow reinforcement of the public Treasury. This year the Auditor having to estimate the "moneys which may be *expected* to be paid into the Treasury during the year," was one hundred and fifty thousand over sanguine in its *expectations*, and the result is, that, under law as provided in such cases, this amount has to be carried over and deducted from the revenues of the ensuing year, in order to secure the means for the liquidation of these matured claims. A great many persons ignorantly suppose that the Superintendent makes his apportionment upon a statement of funds already collected and in bank, and, therefore, cannot see why the claims are not promptly paid as they mature. On the other hand, his apportionment is made upon a hypothesis furnished him by the Auditor, every dollar of which has to be collected, and is subject to the contingencies of delay incident to the revenue system which I have detailed.

Many impatient letters have been received at this office, and some abuse heaped upon it by the ignorant; but it will be seen by every fair-minded man that the suspension cannot be prevented by the Superintendent, or any other officer of the State Government, so long as the revenue laws remain as they are. To require half a million of dollars to be paid January 10th, and then give the officers intrusted with its collection until April or June to pay it into the Treasury, is an absurdity so glaring that it cannot escape the attention of the most superficial observer. The time of paying the teachers and the revenue should be made to synchronize. The suspensions of payment, that under the present system are inevitable, embarrass the officers intrusted with its administration, and produce a most destructive friction. The substitution of four payments for three, and the time for which they are appointed, as provided for in the Revised Statutes, will, in degree, abate the evil, but it can never be annihilated until our law-makers harmonize the revenue laws with our system of Common Schools. The taxes for the support of Common Schools should all be paid into the Treasury by the *first day of October*, the time the law requires the sheriff to make his first report to the Auditor of the State. No matter what indulgence should be

granted tax-payers and sheriffs as to the collection of the moneys for general revenue purposes, it is manifest injustice to entail the burden of temporary bankruptcy upon the deserving, and, in the best state of things, illy requited teachers of our Public Schools.

I beg the General Assembly, on no account, to permit any suspension in the payment of school claims the current scholastic year. Far better authorize the Commissioners of the Sinking Fund to borrow the money for a few months until the taxes can be paid, under the present dilatory system, into the Treasury. The interest would amount to an inconsiderable sum to the State; but if the necessitous teachers are compelled to discount their claims at the mercy of the heartless brokers who grind the faces of the poor for gain which is the price of honor, the damage is wide-spread, the commercial credit of the State is impeached, the confidence in Common Schools is impaired, unmerited suffering is entailed upon the needy and deserving teachers, and opportunity is afforded merciless money-sharks to devour the substance of those to whom the State intrusts the well-being of her rising generation.

One case has come to the Superintendent's knowledge which is sufficient to bring a blush to the cheek of darkness itself. A school teacher, whose claim had matured, was taken sick, and his family was in need of the common necessities of life. In his extremity, he sold his claim at a discount of *forty per cent. on the dollar*. Will the State allow such usurious tyrants thus to deal with the salaries of its officers? By prompt payment, all temptation to part with their claims will be obviated, and the spirit of cheerful service will take the place of that sullen discontent which has possessed, during the last year, so many faithful workers in the school-room.

It is to be hoped that the Legislature will not adjourn its next session without enacting such reforms in the revenue laws as will heal this cancerous evil upon our School System, and estop that complaint which is well nigh, in its indignation at a wrong so easily remedied, becoming mutinous.

THE FUTURE.

The probabilities are that there will be no further falling off of the revenues. The Legislature, this winter, will doubtless address itself to our revenue system in such a way as to secure a larger return of property upon the assessors' books. Next year we shall have no deductions to be made from the current revenue of the year, in consequence of an over-estimate the previous year. This alone, assuming the revenue to

be then as now, will enable the Superintendent to advance the *per capita* to two dollars. The falling off this year will excite so much discussion, that the General Assembly will have its attention thoroughly directed to our finances, and it is to be hoped that its wisdom will be able to develop some plan by which the actual valuation of property can be arrived at. The discouragement, therefore, I think, is temporary.

Kentucky is just beginning to develop its vast mineral resources, and our decline in landed wealth will soon be more than compensated for by the riches of our mines and forests. Railroads are piercing the hitherto inaccessible fastnesses of our mountains, and bringing their hidden stores of wealth into the market. Many who have long lived on barren hills, gathering a scanty subsistence from an unfriendly soil, will soon have the means of plenty ready at their doors. For a half century these honest, hardy mountaineers, have roamed their native hills, overgrown with the grandest timber, and with inexhaustible mines of wealth under their feet, but with no agencies at command to transport the growths of their forests and the crystalizations of their mines to the market. A new day is dawning upon them. The sons of these men will become rich; population will flow into these sparsely settled districts, and they will vie with the fertile, agricultural counties, in all the elements of a solid prosperity, and, in their turn, reinforce the treasury of Common Schools with funds that shall make every wilderness place of our State to rejoice.

To work now, steadily, and with a high faith in the possibilities of the near future, is to lay foundations upon which grand and enduring superstructures are to rise—temples of learning, within which songs of grateful praise shall ascend, and at whose shrines immortal minds shall pay their votive offerings.

To hesitate now, under the pressure of a temporary embarrassment and the domination of caitiff fears, born of disappointment, is to parley with an enervating, if not a destroying policy, and to steel our hearts to the entreaties of a humanity crying out for help by which to climb to a higher plane of usefulness and happiness.

If more money is needed, let the patrons in each school district supply it by subscriptions, and thus tide the bark of education over the shoals by lifting the gate of a generous private enterprise. If the friends of popular education are true to themselves and their cause now, a broad, pacific, and reefless sea is before them. That we shall finally sail out of the narrow and shallow currents which now impede our progress, is my steadfast faith and confident hope.

THE NEW SCHOOL LAW.

I will indicate seriatim the material changes that have been made, without an expression of opinion in this place of their merits or demerits.

Surplus Bond Fund.—Formerly the unexpended surplus was placed to the credit of the county in a bond executed by the State, and the interest, six per cent., was added to the distributable share of that county, and *pro* rated to its pupil children. Now the bonded surplus of the several counties will remain in the State Treasury, to the credit of each county to which it is due, and is to be expended only for the purpose of extending the time and improving the character of the Common Schools; such fund can only be used upon the order of the court of claims, the Commissioner to pay it over to the Trustee of the district entitled to receive the same. All surpluses left over at the end of any school year are to remain in the Treasury to the credit of the county in which such district is situated, to be distributed next year for the benefit of said county. It will be seen—

First. That it will be impossible for this bond to increase in the future, but must constantly diminish until it has been consumed.

Second. That instead of the Legislature, as hitherto, entertaining a large number of special acts to appropriate moneys out of this bond to rectify mistakes and delinquencies, the whole matter is relegated to the court of claims of a county. "The Omnibus Bill" is, therefore, a thing of the past. If a census has been under-reported, or not reported at all, the remedy is not with the General Assembly, but the county court of claims, which is presumed to be a careful guardian of the county funds, and to be cognizant of the facts and the wishes of the people. (See article 1, sections 8 and 9; see also article 7, section 22.)

District Taxation.—This takes the place of the "rate feature" of the old law. The levying of a rate hereafter will be illegal. The will of the people is clearly to be ascertained at the polls as to whether or not they favor a district tax in aid of the Common School therein. The vote must be taken at the annual election for Trustees on the first Saturday in July. The tax cannot *exceed* twenty-five cents, in any one year, on the one hundred dollars' worth of taxable property. It can only be used for the following purposes: 1. The purchasing of a site for a district school house. 2. The building, repairing, or furnishing of the district school-house. 3. The better payment of the salary of the teacher, or for the extension of the free school for a longer term than five months. (See article 2, sections 1, 2, 3, 4, 5, 6, 7, 8.)

The election must take place at the time named, and the purpose for which the money is to be applied must be distinctly stated. The first necessity in every district is a good school-house. The Trustee is the proper person to submit the vote, giving notice as prescribed in article 2, section 2.

Graded Schools.—Cities desiring to establish a system of Graded Schools, can, by a vote of the majority, tax their citizens, not exceeding thirty cents, in any one year, on the one hundred dollars' worth of taxable property. (See article 2, section 9.)

Board of Education.—Formerly the Board consisted of the Attorney General, Secretary of State, and Superintendent of Public Instruction. To these have been added two professional educators, who, together with the Superintendent, constitute a standing committee to prepare rules, by-laws, and regulations for the government of the Common Schools, and also to recommend a proper course of study, and suitable series of textbooks, to be adopted at discretion by the County Board of Examiners. (See article 3, sections 1 and 5.)

State Teachers' Association.—The Superintendent may print the proceedings of in his Annual Reports. No provision existed heretofore to publish its minutes. This is the only aid extended to the Association. (See article 3, section 8.)

Reports.—The Superintendent, under the existing law, is permitted to publish only three thousand Reports. Under the new law he is to have printed a copy for each school district in the State. (See article 4, section 5.)

Eleemosynary.—The Institutions for the Blind, the Deaf and Dumb, and the Feeble-minded, are required to report their objects, methods of admission, etc., to the Superintendent of Public Instruction by the first day of September in each year. (See article 4, section 6.)

Contested Elections.—In cases of controverted right to the office of Commissioner, the Superintendent is empowered to recognize a Commissioner from among the contestants until the case has been litigated. (See article 4, section 12.)

In a similar case the Commissioner can recognize a Trustee. (See article 5, section 21.)

Commissioners.—No change has been made in the qualifications for the office of Commissioner, except that "he shall be competent to examine the teachers who shall apply to teach the schools in the county." (See article 8, section 1.)

Formerly, a teacher of a Common School was ineligible, but this disability has been removed. (See article 5, section 3.)

The time for reporting schools for payment has been changed. (See article 5, section 8.)

Formerly, a Commissioner had to make settlement "within the county court." Under the new law he makes it with the county judge—copy of said settlement to be certified as correct by the clerk of the county court. (See article 5, section 13.)

Time of attendance at his office is changed. (See article 5, sections 14 and 15.)

Must record the names and post-offices of Trustees. (See article 5, section 15.)

Must pay the teachers their salary direct upon the certificate of the Trustees that the school has been taught. (See article 5, section 22.)

To buy a teacher's claim at a discount subjects to the penalty of a removal from office by the Superintendent of Public Instruction. (See article 5, section 23.)

In case of an absconding or defaulting Commissioner, the Governor shall issue \$500 reward for his arrest and delivery to justice. (Article 8, section 27.)

Districts.—No change of boundary lawful unless made previous to taking the census. (See article 6, section 1.)

Where two districts adjoin, and pupil is transferred from one to the other to be taught, tuition fees are to be paid over to teacher of that district in which they may be taught. In case of an agreement of this kind, the Trustee of the district in which the children were reported shall notify the Commissioner, and he shall deduct the tuition fees from the district giving permission, and pay them over to the teacher in the district in which they are taught. (Article 6, section 5.)

Trustees.—Only *one* to a district. Elected first Saturday in July. A corporation sole. Trustee to keep a record of his official transactions. (See article 7, sections 1, 5, and 6.)

May take land as a site for a school-house under writ of *ad quod damnum*. One third of the school electors of any district may appeal from the decision of the Trustee, in the location of the school-house or site for same, to the Commissioner of the county, whose decision shall be final. (See article 7, section 7.)

Circumstances detailed under which an old school-house may be condemned, and a poll-tax levied to build a new one, or how hands liable to work upon the highway may be called out to compass the same end, when taxation would be oppressive. (See article 7, section 8.)

A sinking fund provided for to defray incidental expenses. (See article 7, section 9.)

Trustee must visit the school within five days after it has begun, and every month thereafter. (See article 7, section 13.)

Census in April to be taken of those who, on the first day of July succeeding, will be between the ages of six and twenty. (See article 7, section 14.)

When Trustee must make report to draw the teacher's pay. (See article 7, section 15.)

The oath of office administered, upon induction into the same, is to suffice for the whole term thereof. (See article 7, section 20.)

Trustee, in consideration of his services as such, is exempted from civil duty. (See article 7, section 21.)

How a Trustee may draw the *pro rata* share of his district in the surplus bond fund of the county. (See article 7, section 22.)

Teachers.—New grading of certificates, and State Board of Education to define the qualification necessary in order to procure a certificate of the several classes and grades. (See article 8, section 1.)

A State Board of Examiners, with power to grant *State* certificates, good in any county for five years. Qualifications necessary to obtain. (See article 8, sections 6 and 7.)

County Board of Examiners to select a uniform series of textbooks for a county—not to be changed for two years. (See article 8, section 8.)

Institutes.—Every teacher must attend or forfeit his certificate, unless satisfactory excuse is rendered the Commissioner. (See article 9, section 2.)

Library.—None of the school revenues derived from general taxation shall ever hereafter be used to purchase books, maps, or charts for the same. (See article ten, section 1.)

Common School Connected with College, Academy, etc.—A vote to be taken to determine the question whether or not the Common School may be attached to a University, College, Academy, or High School; consent to be for a period of one year. (See article 11, section 8.)

Local Laws.—Not affected, modified, or repealed by this chapter. (See article 12, section 3.)

Revision.—Superintendent is to revise school laws annually. (See article 12, section 4.)

AMENDMENTS AND ACTS PROPOSED.

The history of the revised law will sufficiently explain some inharmonious features and other inadvertencies contained in it. Prepared carefully by the Commission on General Statutes, the chapter underwent successively the review of the Joint Committee, the Senate, the House of Representatives, and several Committees of Conference. What wonder, then, with this varied manipulation, that there should be disharmony introduced? Changes made in one article and section necessitated changes in others which were overlooked, and words were omitted that should have been inserted. It was the purpose of the framers, at the suggestion of the Superintendent, to have the chapter take effect from July 1st, 1873. The enacting clause was struck out in the Joint Committee, but was restored when the chapter was reviewed and amended by the House; but the House amendment restoring the enacting clause was not reported to the Senate, and that body not having formally concurred, the school laws fell in with the common destiny of the General Statutes. This accounts for all the errors in dates and references. Certain things are prescribed to occur the 1st of July and 15th of November, 1873, and the chapter itself does not take effect until December 1st, 1873. When the enacting clause was struck out, the chronology of the chapter should have been readjusted. The opinion, however, seemed to be universal upon the part of the members, upon adjournment, that the school laws were to take effect from July 1st, 1873, and the oversight of the Senate's non-concurrence was not detected until it was too late to remedy the matter. The practical effect of this oversight is to delay the operation of the revised system an entire school year; but it is hoped that the time gained for the officers and people to acquaint themselves with the new provisions will compensate for the blunder. The word "chapter" should be substituted for "act" wherever it occurs. An amendment was proposed by a Senator, taking the selection of text-books out of the hands of the District Trustees, and placing it with the County Board of Examiners.

The passage of this amendment necessitated a corresponding change to be made in article 3, section 5, which was not observed.

by the mover. The words "to be adopted at discretion by District Boards" should be substituted by the following: "to be adopted at discretion by the County Board of Examiners."

In article 7, section 1, line 9, the word "county" should be substituted by the word "district." The Senate's first amendment was limiting the amount of district taxation to forty cents. To this the House disagreed, insisting upon twenty cents as the maximum. A committee of conference finally agreed upon twenty-five cents for school districts and thirty cents for cities and towns. A corresponding change should, therefore, be made in article 7, section 8, line next to last—inserting "thirty" instead of "forty." Article 8, section 1, first sentence, should be amended by adding "or by two members of the State Board of Examiners," to make it harmonize with article 8, sections 6 and 7. The word "county" should be inserted before "board" in article 8, section 8, first line, to relieve the matter of ambiguity. Wherever the word "act" appears in article 12, it should be substituted by the word "chapter."

The Superintendent recommends to the Legislature that, in view of the fact that it was the original intention, as manifest in many features of the law, that the statutes pertaining to Common Schools should take effect with the beginning of the school year—July 1st, 1873—and the putting of the revised system into operation in the middle of the school year, as now provided, will occasion innumerable blunders and difficulties, and the material provisions cannot be made effective the current scholastic year—that the first day of June, 1874, be made the date at which the General Statutes relating to Common Schools shall take effect.

The Superintendent further recommends, in consideration of the unexpected reduction of the *per capita* to each pupil child from \$2 20 to \$1 60, that it be made legal the current school year in all school districts having more than forty and less than sixty children, to teach a four months' school (instead of five), and in all districts containing less than forty pupils a school of two and one half months (instead of three), at the discretion of the Trustees of the several districts.

Many teachers contracted to teach the public schools for the public fund, under the impression that the *per capita* would not be reduced, and the Trustees of others, in consequence of the diminished apportionment, find it impossible or difficult to employ teachers for a five months' school for the pay they can offer. By shortening the time required, it is believed that satisfaction can be restored and the

schools be taught. By the passage of such an act of easement, it would still be optional with the Trustees whether they would contract for a four or five months' school.

An act should be passed retaining the present Board of Trustees in office until the first Saturday in July, 1874, the time prescribed in the statutes for the next school election.

Article nine, section one, should be so amended that the Teachers' Institutes may be held at the time of year the Commissioner may deem best in order to secure the largest attendance of teachers. During the months of July and August but few schools are in session. In some counties many of the teachers are absent in distant localities, and even in other States, making it exceedingly inconvenient for them to attend the Institute. The advantage of holding an Institute while the schools are generally in session would be twofold.

1. The services of experts to conduct could be more largely distributed, and the Superintendent could be present at a greater number.

2. The teachers, with a quickened zeal and new light upon the arts of instruction, would go fresh from the Institutes to their respective school-rooms to impart to their pupils the benefit which they had received. The loss of the week's time given to the teacher in attendance would be amply compensated for by the benefits derived.

SCHOOL-HOUSES.

The new law, although not measuring up to the views presented by the Superintendent, is a vast improvement upon the old one—in the matter of school-houses. The proceeds of the tax authorized by article 2 can be applied to purchasing a site for a school-house, or the building, repairing, or furnishing of a school-house. Before, except in counties where there were special acts, a school-house had to be built by private subscriptions, and but few could be found who regarded it sufficiently their business to canvass the district for the necessary funds. Before, the Trustee had no power to condemn land for a site. This power in the revised laws is clearly conferred, and the mode of exercising it is plainly set forth in article 7, section 7.

The circumstances under which a Commissioner can condemn a school-house, and can order a Trustee to levy a *per capita* tax of two dollars, to be applied to the erection and furnishing of a school-house adapted to the wants of a district, or how, where this would be oppressive, the Trustee may compass the same end, and warn in the hands

liable to work on the highways, are set forth in article 7, section 8. There are now three ways by which a school-house may be built, to-wit: 1st. By a district tax not to exceed twenty-five cents on the one hundred dollars' worth of property in any one year. 2d. By a vote of the citizens of a district approving a Commissioner's condemnation of an old school-house, and the Trustee therein levying a capitation tax of two dollars upon each male in the district over twenty-one years of age. 3d. By the labor of the citizens of a district.

The Superintendent is required to furnish, upon applications, elevations, plans, and specifications of model school-houses, of which he has a number on hand.

The Superintendent is burdened with the conviction that the prerequisite to the success of the School System is the equipment of every district with a neat, well-ventilated, well-warmed, and comfortably furnished school-house.

During the next forty years, upon the probable basis of revenue, the State will have disbursed a sum approximating forty millions of dollars, and it is reasonable to postulate, that, under the encouragement afforded by our new laws, the people, by district taxation and local subscriptions, will supplement this by sixty millions more, making an aggregate of *one hundred millions of dollars*. I estimate that a school-house will last forty years. Is it not of the highest economic importance to provide the means of giving the greatest utility to one hundred millions of dollars? The comfort and health of the children, the riches of the Commonwealth, which consist of the physical and mental character of her citizenship, are involved in it. The advanced legislation of the year has provided a way by which local necessity and pride can erect a house commensurate with its wants and ambition; and we may safely predict that it will not be long until every village will be adorned with a temple of learning, and every neighborhood will point the passing or visiting stranger, without a blush of shame, to the place where the business of education is carried on.

THE WARMING AND VENTILATION OF SCHOOL-HOUSES.

When East Indian ignorance and cruelty put to death, by a diet of carbonic acid gas, so many helpless English in the Black Hole of Calcutta, the world stood aghast. Yet thousands, in civilized countries, are annually borne to premature graves by ignorance of the great atmospheric laws and the laws of respiration. Many a home,

church, and school-house throughout the land, is a "Black Hole of Calcutta," upon a smaller scale, multiplying the death census by its slower, but none the less sure, process of poisoning. Each person requires one gallon of air every minute, or three hundred and sixty gallons during a six hours' session of school; at each inspiration, when a constant supply of fresh air is lacking, the vitalizing power of the air is diminished, and its infected gases augmented in a geometric ratio. Consider these two facts, and we shall be prepared to understand somewhat the necessity for a thorough and careful ventilation of school-rooms.

Indifference to ventilation can only be accounted for upon the hypothesis that those who neglect it are ignorant of its value. Air is compounded of two gases, oxygen and nitrogen, united in the proportion of 20.81 parts of the former to 76.99 of the latter. Oxygen is the aliment of life. At each inspiration of the lungs we consume $8\frac{1}{2}$ per cent. of oxygen, or rather we transform it, for it unites with the carbon of the blood, and is exhaled from the lungs as carbonic acid gas, which is a deadly poison to animal life, but the natural nourishment of vegetation. So if we measure the quantity of pure air in a room of given dimensions, we can estimate the exact time it will take to exhaust the oxygen and establish the conditions of certain death. Were there no compensatory agencies, the atmosphere would finally become so loaded with poison as to produce universal death. Although the atmosphere extends forty-five miles above the earth, and its seas of oxygen are so large that we can scarcely calculate their area, yet the incessant breathings of animals would soon transmute the oxygen to carbonic acid gas. This being heavier than oxygen, settles to the bottom, and its stratum would have to be only seven feet thick upon the earth's surface to poison the vitals of every breathing thing. But nature complements physical by vegetable life. What is death to man is the vitalizing element of all vegetable life; and passing through the matchless alembic of plants, shrubs, trees, and grass, the carbonic gas is changed again into health-giving oxygen. Thus the animal world is the air-scavenger for vegetable life; and the vegetable world, in turn, is the air-scavenger for animal life. Our average school-rooms are sadly deficient in facilities for supplying the pupils with the proper diet of sweet, unadulterated air. Many a teacher goes banging with birch or ferule among his stupid pupils, in the vain conceit that he is establishing discipline, when, if he would let in the air

of Heaven, the demon of drowsiness would take swift wing, and he would do for his scholars what leagues of switches cannot do. Sunlight is also a great hygienic agency—Nature's great prophylactic. It not only, in the language of a facetious friend, "strikes a blow at the spectacle trade," by affording the eye its full supply of natural aliment, but it is energetic in dissipating the fever-breeding, consumption-producing air that loads the atmosphere of a shaded room. We need more sunshine in our school-rooms. Every school-room should have one or more windows on each of its four sides. Every class-room should be open to the outside air on every side, so that it may be easily sunned and aired. The degree and direction of light should be regulated by means of blinds, which should be green, the color most agreeable to the eyes. At recesses, and before and after school, the blinds should be opened to admit direct sunlight, the purifying effect of which is absolutely indispensable in keeping the school-room healthy.

That our school-houses should be built upon plans which respect the great agents of health—air and sunlight—will be patent when we state, upon reliable authority, that "one half of the human family die of diseases that are the result, directly or indirectly, of disregarding the laws of ventilation." The question of financial economy shrivels into nothing before a fact bearing so largely upon the health of the children and the clearness of their mental perception.

I have been furnished with the following plan for ventilation of county school-houses :

"The perpendicular ventilating shafts or flues should be situated in the walls in two or more places, and made thoroughly tight ; for it is as impossible to ventilate through a flue with cracks and openings in it, as to carry off smoke through a chimney built of hen-coops. If the walls are of brick, the flues should be built in the body of the wall just as chimneys are, closely cemented within and finished atop as blind chimneys. Smooth and close finishing within is important, as the draught is hindered both by inequalities and opening in the surface. When the building is of wood, the flues should be carried up from the ceiling with slant of the rafters, and those from opposite sides of the room united immediately under the bridge of the roof, and finished above like a chimney, supplied with a cowl to guard against downward currents.

"The operation of this ventilation is simple when taken in connection with the plan of heating, which I shall now describe : instead

of placing the stove in the back part of the room (I speak of stoves for the reason that I am speaking of heating country school-houses), we place it near and between the doors, so that air admitted at the opening of the doors may be heated before reaching the school. One of those forms of stoves which have air-chambers around the fire is best, be it either for wood or coal. A pipe from five to eight inches in diameter should open into the air-chambers at the bottom of the stove and communicate with the open air by being passed under the floor and through the foundation wall. If stoves having air-chambers around the fire cannot be had, the following plan may be conveniently substituted: surround the back of the stove with a sheet-iron jacket, left open at the top and fitted down at the bottom to the cold-air pipe. The space within the jacket will be filled with fresh air, which is heated and circulates through the room, and we have at once many of the advantages of the hot-air furnace without its cost. Now windows and doors can and must be tight, while, if necessary to accommodate the draught of the stove, the transom can be set slightly ajar.

“When the room is to be heated, close the upper ventilating passages and admit the air through the cold-air box to the stove, where it will be heated, rise to the top of the room and heat the cold air already there, while the lower register being open will carry off the gases that fall by the cooling of the air against the walls and windows. The bottom register being now closed, the room will remain warm. By a dish fitted to the top of the stove, we can get as much moisture by evaporation as we desire, and the expense of the whole affair need not exceed \$8 or \$10. If the heating and ventilation are thus both planned together, as they should always be, there can be no need of the sweeping assertion of Dr. Draper when he says that ‘stoves are the vilest inventions ever conceived; they possess all the defects of the hot air furnaces, with none of their advantages,’ for I think that, with the exception of a little radiation, and that partially indirect, we have the principle of the hot air furnaces without its expense. At least, I do not hesitate to assert that the plan I have suggested, if arranged with ordinary ingenuity, cannot fail to be a great improvement over the naked cast iron stove. All stoves, however, are not alike good; and discretion must be used in choosing the best and arranging them, so as to best economize and equalize the heat.

"I do not design to speak of hot air furnaces and steam heating apparatus, as they are beyond the reach of most of our rural districts; and in the large towns and cities, the competition of trade and the assistance of experienced architects and engineers of ventilating and heating, usually effect the desired end in a manner somewhat commensurate with the civilization of the times."

I cannot, of course, go into the general structure of school-houses in this place; but I will venture the following suggestions upon the general subject:

1. Half an acre of ground, or, at the least, quarter of an acre, should be secured for every district school-house.

2. In towns the lots should be large enough to furnish play-ground, and insure good light and free air.

3. The location should be central to the population, healthful, and easily accessible. Low and damp, or bleak and exposed positions, should never be selected.

4. The title to the ground should be carefully investigated.

5. The plan of a proposed school-house should be considered with exhaustive care. The Superintendent will furnish several plans whenever solicited.

6. A skillful and reliable contractor should be engaged in every case, and written articles of agreement entered into.

7. Commodious seats and desks for the teacher and pupils, means for cleaning and ventilating the room, stoves for heating, blackboards, etc., should be provided.

8. Many aids to teachers can be procured at small cost, which may appropriately be styled school furniture. The largest house for furnishing these with which I am acquainted is that of J. W. Schermerhorn & Co., 14 Bond street, New York. This house will furnish their large catalogue upon application, and it is full of suggestions. A. S. Barnes & Co., and E. S. Steiger, New York, and the Western Publishing and School Furnishing Company, St. Louis, have many valuable appliances.

TEACHERS' INSTITUTES.

This branch of the school work may now be said to be thoroughly organized. A few counties are yet behindhand, but they cannot help catching the contagion of good example from their neighbors; and another year will suffice to bring them to a recognition of the utility of Institutes, and an ambition to share in the good results attending their efficient conduct. As an agency for arresting public

attention to Common Schools, they are without a rival. In many counties Institute week is a carnival season. The illustration of methods of instruction, and discussion of school discipline during the day, and popular lectures upon education and science at night, will stimulate thought and aspiration, and be invaluable instruments for diffusing information among the people, as well as elevating the teacher's profession. School ideas will become firmly lodged in the minds of the community, thus contributing to the growth of a healthy public sentiment in behalf of popular education. The teachers being brought together in every community in associated effort, will be brought into active sympathy with each other, thus establishing an *esprit du corps*; the free interchange of views and methods will lift the work of the school-room out of the ruts of antiquated routine, and a new and flexible era of progress in the art of instruction and government will be inaugurated. The defects of the School System will be thoroughly ventilated, and suggestions for improvement will be adopted by school officers and legislators until, in a short time, by a wide comparison of observations, judgments will be matured conducive to the perfecting of the economy of popular education. By no other plan can so large a generalization of facts be secured. The laggard will have his ambition quickened by the zeal of the more active and aspiring, or be elbowed out of the way of those more deserving of patronage. These county organizations united, through a representative system, in the federated head of the State Teachers' Association, will give authoritative utterance to the friends of education, and through respect to their deliverances, the most liberal and beneficent legislation can be procured.

A well-conducted Institute is the embodiment of the skilled experience of its instructors and lecturers. It is experience in teaching exemplified: It carries the matured views of such experts as Pierce, Page, Northend, Barnard, Wickersham, Calkins, and Holbrook—views not merely theoretical, but bottomed upon diligent study of the laws of mind and close deductions of reason, and tried by successful practice in school work. Many, so-called, teachers are defective in the very elements of learning; they have a nebulous view of some things, but are unable to resolve the haze of knowledge by which they are environed into distinct clusters of distinguishable, lustrous stars. They need to ascend the zodiac of knowledge, that they may get a nearer and clearer view, and realize how much the teacher

needs to know, and how essential is investigation, that they may be fitted for the office of an instructor of immortal minds.

The Institute is a revealer to such persons; they cannot be educated and prepared for their work in one or two weeks; but they can be shown the rounds upon the ladder of knowledge which they must tread if they would ascend its heights; their own ignorance can be disclosed to their hitherto obscured vision; and is not this a valuable discovery to them? Then, again, a few in every Institute will have aspiration awakened for higher culture, and put upon the road to learning, by having pointed out to them the invaluable aids which the wisdom of modern educators have provided—by the diligent study of which they may rectify their errors, and reinforce their minds with vigorous truth and better methods for the profit of their pupils. And the accession of a few earnest spirits, thus convicted of their need of thorough training, gives tone and life to institutions planned and carried on for their improvement.

The Institute serves to make the teacher independent of text-books. He is led to perceive other methods than those set forth in the "series" of which he has become the bond-slave. The withes of his servitude are broken, and the freedom of his mind secured. The day has fled when the teacher is to be placed in the stocks of stationary adherence to authority. In the Institute the fundamental principles, upon which every branch of learning is based, are exhaustively considered, and he who intends to keep pace with the advancing age, must annually come up to the Institute to get his views adjusted to its progress, as the navigator goes to Greenwich or Washington, before weighing anchor for a perilous voyage over troubled seas, to have his chronometer set to the time recorded by its great astronomical clock.

Another purpose subserved by the Institute is to establish a sympathetic bond of interest between the teachers and the people. Here the sham is detected, and the live instructor secures the confidence of his patrons. The Institute clearly shows who is enamored with his profession, and is willing to make sacrifices to learn a more excellent way, and who is the sluggard, who is alone concerned to fill up the time by automatic performances, that he may get his avaricious grasp upon "*the draw*."

Says the Hon. Newton Bateman, Superintendent of Illinois: "It is a fact which cannot be denied, that comparatively few school officers really know what sort of an education they are providing; whether

it is well or ill-adapted to the purpose intended ; whether it is founded upon the unchanging principles of mental progress, or upon crude theories, half-digested schemes, and superficial views of the philosophy of mind. Few, comparatively, are aware that there are any well-settled maxims upon which, as an immutable basis, the whole superstructure of all sound culture must rest. And hence, men who can 'keep the children still' six hours a day, and hear them 'say their lessons,' are deemed fit to be teachers. At the Institute the fallacy of these views is exposed, and their mischievous results pointed out."

In most of the counties the people have already begun to attend these Institutes in large numbers, thus making personal inspection of the prevailing spirit, and making their own judgment as to the worth of the exercises, and of the real stock of interest invested in them by those in professional attendance.

ORGANIZATION OF AN INSTITUTE.

The Time for Holding the Institute.—The law prescribes the months of July and August as the time for holding the Institutes throughout the State. A teacher attending, if his school is in session, is allowed the time he is engaged, provided the term be not longer than six days. If the Institute is held during any other months of the year, he loses the time from his school term. I think that the Legislature would do well to allow the holding of these Institutes at the season most convenient for the production of the best results, giving the teacher the benefit of the time expended in attendance upon the same.

Notice of Meeting.—The Commissioner must, twenty days before the meeting of the Institute, notify, by mail, the Trustees of his county of the time and place of holding it; and the Trustees must notify each teacher in their respective school district. No matter where the teacher may reside, he must be officially notified by the Trustees, for he is liable to a forfeiture of his certificate should he fail to attend. The Commissioner should also post notices upon the court-house door, and if a paper be published in his county, it should be advertised in the same. Editors will always be glad to publish an item of so much interest. A Commissioner is guilty of gross official indifference if he neglects to use every endeavor to make his Institute a success; and the teachers, the people, and the Superintendent, will not fail to take notice either of his zeal or supineness. The exact hour of the day at which the Institute will convene, and the house

in which it will be held, should be included in the notice. In many counties a portion of the Institute fund is used by the Commissioner in printing a programme of exercises, and placing it in the hands of every Trustee and teacher, a practice which I heartily commend as being not only the most effective method of giving notice, but as dignifying the occasion, and serving as an agency for enlisting public interest.

How Long Continue.—The legal term is no longer than six days, but this does not preclude the Institute being held longer. The teacher is only responsible, under the law, for one week's attendance; but if he is in earnest, he will be glad to avail himself of more prolonged advantages. In some counties the Commissioners have succeeded in securing from the court of claims appropriations to pay experts for conducting an Institute of two weeks' duration, and the results have justified the enterprise and the expenditure.

In other counties a Teachers' Association has been formed, which meets on Saturday, once a month, for Institute work.

Place of Meeting.—I do not think the Institute should always be held at the same place. It is a valuable missionary agency in awakening public interest in behalf of Common Schools, and on this account, where it is entirely practicable, it should itinerate. The question should not always be where is it *most wanted*, but where it is *most needed*. Still, it is well always to consider "the convenience and accommodation of the place," and the hospitality of the people.

Committee of Arrangements.—Having fixed the time and the place, Commissioner should appoint a committee of citizens or Trustees to make all the necessary arrangements in advance of the meeting. A canvass should be made of the citizens to ascertain who among them will extend gratuitous entertainment to those in attendance, or failing in enlisting their hospitality, who shall arrange for a minimum price of board. It will be found, however, in most cases, that the people are sufficiently interested in the cause of education to afford its teachers a welcome to their homes. It should be the business of this committee, also, to procure a suitable place for large audiences to hear the public lectures delivered at night, and to see that chalk and blackboard and water are furnished the Institute.

Instructors and Lecturers.—The Commissioner, acting in conjunction with his Board of Examiners, should arrange a programme of exercises, and secure the services of a conductor, and such lecturers as may be available.

Organization.—No time should be lost in effecting an organization. The Commissioner is *ex-officio* chairman. Having called the meeting to order, a vice president and secretary should be promptly elected, and the necessary committees be appointed. Every Institute should have a constitution and by-laws—forms for which are appended to this report to serve as a model. The presiding officer should be governed by the programme, allowing no one to transcend the time allotted to each exercise. He should not permit the instructor to be interrupted by impertinent questions. If he detects a disposition upon the part of any member to perplex the instructor by inapposite or involuted inquiries, he should promptly suppress it.

Singing.—The committee of arrangements and of programme would do well to provide for this delightful exercise, by securing the service of singers, and an instrument and a performer. When a clergyman is present, it would be reverential and proper to open by singing and prayer, though nothing savoring of sectarianism should ever be allowed in an Institute.

Programme.—As suggestive of the method to be pursued in the order of exercises, I append the following :

PROGRAMME FOR MONDAY.

	MORNING.	MINUTES.
Calling to order by the Commissioner.....		1
Calling roll of members.....		5
Devotional exercises.....		10
Primary Arithmetic—By Mr. A. B.		30
Discussion on same		15
Primary geography—By Miss C. D.....		30
Discussion on same.....		20
	RECESS	15
Music		5
Object lessons		30
Discussion		20
Primary grammar		20
Discussion		20
Report of critic		10
	AFTERNOON.	
Singing.....		5
Penmanship.....		20
Discussion		10
Essay—By Miss E. F.....		10
Spelling—By Mr. G. H.....		20
Discussion		10
Reading		20
Discussion		10

RECESS.

School discipline—By Mr. B. C.	15
Discussion	30
Post-office queries and answers	20
Report of critic	10

EVENING.

Music	5
Prayer	10
Select reading—By Miss A. D.	10
Music	5
Lecture—By Mr. K.	40
Music	5

This will serve as a sample day. On other days miscellaneous business can be provided for. The course from day to day should be progressive—as, for instance, the second day devoted to intermediate studies upon the branches treated in a primary way on the first day, and so on, ascending in the development of the branches prescribed in the curriculum for Common Schools.

Care should be exercised to prevent the consumption of too much time in essays, lectures, and discussions. Practical lessons and class drills must be the main features in order to secure the greatest profit. Entertainment is not the object, but to afford the teachers practical assistance. The Institute is not a convention, nor a literary exhibition, but a *school* for professional improvement. The hours of the day sessions should be filled with prelections, blackboard illustrations, and class drills, and other exercises which have immediate reference and direct application to school organization, discipline, and instruction. The evening exercises may be in the nature of a popular entertainment, when the effervescing essay, the arts of elocution, the fascinating lecture, and the charms of music may be levied upon to amuse or interest a promiscuous audience. An effort should be to have the great educational issues of the day discussed before the people, at the night sessions, by the most gifted speakers that can be obtained. Public interest and confidence will thus become enlisted in behalf of the schools, and the system of popular education will become so anchored in the minds of the community that no unfriendly wind of opposition will be able to drift it from its moorings.

The Common School course of studies should seldom, if ever, be transcended. The object of the Institute should be to improve the Common School teacher, and fit him for his work. The “higher

branches," as they are called, are taught to pupils with disciplined minds, and the teacher may be indifferent, and in a measure succeed. But to successfully teach elementary studies requires the most skillful methods. The child's mind is untrained, and every art is needed to arrest and retain its attention, and to bring truth to its undisciplined faculties. How to lead out a child's mind to the appreciative perception and assimilative appropriation of truth, is the question with which the Institute must deal. The branches of study that should receive attention are as follows: Orthography, Reading, Arithmetic, Grammar, Geography, History, Composition, Writing, and the Theory and Practice of Teaching.

No matter how skilled an expert may be present, in other branches—such as Algebra, Geometry, Latin, etc.—the temptation should not be allowed to prevail to employ his powers, for the time is too short and precious to be frittered away upon subjects above the comprehension of the average Common School Teacher, and outside of his province as a conductor of a Public School.

A Scheme of Procedure.—The following skeleton plan may prove suggestive to novices in the work :

ORTHOGRAPHY.

1. Instruction in phonetics, with concert exercises upon the elementary sounds of the letters.
2. Methods of teaching—such as the word or Webb method, the alphabet method, and the phonic method.
3. A class drill in spelling.

READING.

1. Teaching to read by the word method, or the recognizing of a word by sight, as of any other object, discriminating between the sign word, the picture of the object, and the object itself.
2. Purity of utterance. Practical illustrations of methods of teaching correct articulation—of using the tongue, lips, and teeth, and correcting vicious habits, such as slurring the words, colliding sounds, bad postures, etc.
3. Interpretation of the author by correct emphasis. Wrong emphasis is due to a lack of comprehension. The mistake of the voice is but the expression of the mind's blunder.
4. The phonic method—which teaches reading by means of the sounds of the letters, ignoring altogether their names.
5. The architectural or word-building method.
6. The analysis of the sentence—the explaining of unfamiliar words.
7. Class drill—the object being (1) the mastery of words—(2) the correct reading of sentences.

WRITING.

1. The proper attitude at the desk, and the correct manner of holding the pen and disposing the paper. 2. Teaching the elements which compose the forms of letters. 3. Uses of capitals and punctuation marks. 4. The imitation of correct copy models. 5. Taking care of the pens, books, etc.

ARITHMETIC.

1. Notation. 2. Written arithmetic, with particular attention to the four elements. 3. Correlations of the elements. 4. Decimals. 5. Mental arithmetic. 6. Written and mental arithmetic combined. 7. Short methods. 8. Relations of rules to practice.

ENGLISH GRAMMAR.

1. Development of the doctrine of the noun by a frequent appeal to objects. 2. Development of class (common or proper); Number (singular or plural); Gender (masculine, feminine, or neuter); Person (first, second, or third); Case (nominative, subjective, and objective); construction and rule. 3. As each element is added, carry forward the parsing process. 4. Develop the doctrine of the verb, and continue the parsing exercise, and so with the separate parts of speech. 5. Method of teaching the meaning and application of terms in technical grammar. Every exercise should be illustrated by a class drill.

GEOGRAPHY.

1. Elementary Geography. Illustrations by objects and diagrams, showing the sphericity of the earth; the flattening of the poles; the revolutions upon the axis; the movement around the sun in an elliptical orbit; how the earth receives light and heat from the sun; how all parts of the earth's surface are not lighted and heated equally; hemispheres, the equator, parallels, and meridians; degrees, minutes, and seconds; the relation of day and night, and of the seasons, etc. All this, by a figure upon the blackboard, and by the use of an apple with a knitting-needle, representing the earth's axis. 2. Practical illustrations of modes of teaching latitude and longitude, and the relations of the earth to other heavenly bodies. 3. Intermediate geography, and the character and amount of instruction which should be given to pupils of different stages of advancement. 4. Methods of teaching the relief forms of continents. 5. Methods of teaching map-drawing. 6. Methods of teaching special topics: as waves,

currents, tides, winds, governments, products, etc. 7. Methods of teaching local geography, and leading of the pupils' minds out to universal geography. 8. Uses of the globes.

THEORY AND PRACTICE.

The discussion of methods is, practically, says Harvey, the discussion of theory and practice. There are certain matters, however, which cannot be classed under any particular heading, but may form a part of a course of lectures upon pedagogics generally. Object lessons, for instance, need not be separately considered, for every successful teacher of any branch of study uses them, whether he is aware of it or not. A few lessons, given by a competent instructor, will be sufficient for most Institutes. Few need be cautioned against their improper or injudicious use. Teachers should know what they are, and that objects are things whose form, properties, qualities, and uses are to be investigated. The word or sentence in grammar, the physical feature or locality in geography, is an object. The Institute lecturer should enforce the duty of teaching what the object is, of developing a correct idea, in the mind of the child, of its character and relations, before he requires him to learn what he may find in the text-book concerning it. In other words, he must teach what many are slow to learn—that things should be studied and known before words are chosen or used for their description.

Practical illustrations of methods of training the eye and the hand, of fixing in the mind correct standards by which to judge of lengths and distances, of weights, measures, values, etc., should by no means be considered of secondary importance. They are of the first importance, and should be given in every Institute.

The topics which most obviously belong to the theory and practice, are the following: 1. The organization and classification of a school. 2. Arranging a programme of daily exercises. 3. Kinds, uses, and abuses of punishment. 4. Self-culture of the teacher. 5. The relations existing between teacher and parent. 6. The legal rights and duties of the teacher growing out of these relations. 7. School-room manners and morals. 8. School amusements. 9. The manner of conducting a recitation. 10. The location, construction, and care of school property. 11. The daily school register and the term report. 12. The duty each teacher owes to the profession. 13. Discussion of educational projects now attracting public attention.

This list might be indefinitely extended, but a few hints only upon

each of the topics named will consume all the time that can be set apart for this important division of Institute work.

Essays.—The themes proper for essays may be indicated by the following topics: Moral Instruction in the School-room; The Teacher at Work; Philosophy of School Government; The Co-operation of Parents; The Model Trustee; The Natural Order of Mental Development; The Defects of Text-books; School Reforms; The Philosophy of Illustration; The Grading of the School; Methods of Promoting the Health of Pupils, etc. These should never exceed fifteen minutes in length.

Discussions.—The following questions are proper for discussions:

1. How can pupils be taught good manners?
2. What motives and incentives to study should be appealed to?
3. Are public school examinations and exhibitions advisable?
4. What is the best method of teaching by the use of object lessons?
5. What object aids can the teacher improvise to assist him in imparting instruction in the various branches?
6. What are the prominent causes of failure in teaching?
7. What rules ought a teacher to make at the opening of his school?
8. How far can military discipline be employed in Common Schools?
9. How should the teacher employ his time out of school hours?

Discussions must be lively, pointed, and dignified. A war of words should be promptly suppressed, as also everything in the nature of personal rivalry or jealousy. Criticisms should be broader than merely verbal quibbles. It is well to correct false orthoepy and syntax, but facts, principles, and ideas must engage the critic's attention.

Other Features.—In some Institutes it is the habit to appoint editors of a daily manuscript paper—which is read, and frequently inspires interest. A query-box should be provided, and the Institute put upon the answer of the questions dropped into it.

Aids.—Where practicable, a globe, gonigraph, mathematical figures, outline maps, charts, etc., should be present for use.

I append two constitutions as models for the organization of a Teachers' Institute:

CONSTITUTION.

Article I.

This Institute shall be known as the ——— Teachers' Institute.

Article II.

The object of this Institute shall be the improvement of its members in the science of teaching, and in the most approved practice; the diffusing of information upon the system of Common School education among the people, and promoting harmony of feeling; and the greatest possible advancement in scientific and general information.

Article III.

Any teacher or friend of education may become a member of this Institute by subscribing to the constitution, and paying an annual fee of ———.

Article IV.

The regular meetings of this Institute shall be held at such times and places as shall be fixed by the Commissioner.

Article V.

The regular officers of this Institute shall be a president, three vice presidents, a secretary and assistant secretary, and a committee of arrangements, and shall be elected annually on the first day of the first session in each year.

Article VI.

It shall be the duty of the president, and, in his absence, a vice president, to preside at all meetings of the Institute, decide points of order, preserve due decorum, and regulate the exercises according to a programme furnished him by the Board of Examiners of the county, or a committee of the Institute.

Article VII.

It shall be the duty of the secretaries to keep a faithful record of the proceedings of the Institute, take down an abstract of the instruction, debates, essays, and lectures, record the report of the ———, and prepare certificates of membership.

Article VIII.

It shall be the duty of the Commissioner to fix the time and place for holding the Institute—give at least twenty days' previous notice

of the same through the county papers or by handbill, and to the Trustees, and secure the services of competent lecturers, instructors, essayists, and singers, for conducting the exercises.

Article IX.

All regular officers shall be elected by ballot, and a majority shall elect

Article X.

Any of the provisions of this constitution may be amended, and new articles added thereto, at any regular meeting, by giving two days' previous notice of the proposed amendment or addition: *Provided*, Two thirds of the members present vote in favor of such amendment or addition.

The following is a constitution and by-laws for a County Association, which I furnished the Home and School:*

We, the teachers of ——— county, State of ———, in order to promote the welfare of each other, advance the educational interests of the county, and elevate the standard of our profession, adopt this constitution for the Educational Association of ——— county :

CONSTITUTION.

Article I.

SEC. 1. The officers of this Association shall consist of a president, vice president, secretary, and treasurer, who shall hold their offices for one year.

SEC. 2. The president shall be elected by ballot, and the candidate receiving a majority of all the votes cast shall be declared president.

SEC. 3. The vice president and secretary may be elected by ballot in the same manner as the president, or by a *viva voce* vote, but must receive a majority of all the votes to constitute an election.

SEC. 4. The treasurer shall be elected by ballot in the same manner as the president.

Article II.

SEC. 1. It shall be the duty of the president to preside at all meetings of the Association, to appoint all standing committees, and to perform such other duties as usually pertain to a presiding officer.

SEC. 2. In the absence of the president, the vice president shall discharge the duties of that officer; and in the absence of both these officers, a president *pro tempore* may be chosen by the Association.

* An excellent magazine published by John P. Morton & Co., Louisville.

SEC. 3. The secretary shall keep full minutes of all regular or called meetings of the Association; and after they have been approved, the minutes shall be accurately recorded in a book kept for that purpose, which shall be the property of the Association. The secretary may also correspond with other associations; and it shall be his duty to secure copies of their proceedings when printed; to procure copies of all documents, State and Federal, printed for public information; and books and pamphlets thus obtained shall become the property of the Association; but no person desiring to do so, though not a member of the Association, shall be debarred the privilege of examining any public document in the custody of the secretary.

SEC. 4. The treasurer shall keep all moneys belonging to the Association deposited in bank subject to his order, and shall keep a careful account of all moneys received and paid out; but no money shall be paid from the treasury except by approval of the finance committee.

Article III.

SEC. 1. The president, on his election, shall appoint three standing committees:

1. A committee of three on programme.
2. A committee of one on printing.
3. A committee of three on finance.

SEC. 2. The committee on programme shall, as soon after appointment as practicable, announce the programme of exercises. At each meeting the committee shall announce the exercises of the next (see by-laws, section 3); and each exercise must have a designated time in which it shall be given.

SEC. 3. The committee on printing shall contract for the publication of all notices of the meetings of the Association, and of such other matter as the Association may order to be printed.

SEC. 4. It shall be the duty of the finance committee to examine the books of the treasurer from time to time, and report upon the same at the end of each year, and at such other time as may be deemed proper.

BY-LAWS.

SEC. 1. The regular meetings of this Association shall be held on the fourth Saturday in September, October, November, December,

January, and February, and of such other months as the Association may direct.

SEC. 2. The regular annual meeting for the election of officers shall be held on Thursday night during the week in which the county Institute is held; and such exercises may follow the election as the committee on programme may have reported at the next preceding meeting.

SEC. 3. At each regular meeting of the Association, except that for the election of officers, the following shall be the

ORDER OF EXERCISES:

1. Call to order by the president, and opening exercises.
2. Roll-call.
3. Minutes of last meeting read and approved.
4. Exercises according to programme of the committee.
5. Committee report on the programme for the next meeting.
6. Reports of other committees.
7. Appointment of place of next meeting upon motion of any member.
8. Miscellaneous business.
9. Adjournment.

SEC. 4. The following shall be the order of exercises for the meeting for the election of officers:

1. Call to order and opening exercises.
2. Roll-call.
3. Election of officers.
4. Programme of the committee.
5. Adjournment.

SEC. 5. No meeting of this Association shall be held outside the limits of ——— county.

SEC. 6. The regular yearly fee to be paid by each member of the Association shall be one dollar.

SEC. 7. Special committees on any subject may be appointed at any time, on motion of any member, under the head of "miscellaneous business."

SEC. 8. Any teacher of ——— county may become a member of this Association by signing the constitution and paying the regular fee.

SEC. 9. Any person may become an honorary member of this Association by vote of a majority of the members present, but no hon-

orary member shall be entitled to a vote ; nor shall any actual teacher of ——— county be admitted as an honorary member.

SEC. 10. Five members of the Association, of whom two must be officers, shall constitute a quorum for business.

A Duty to be Performed.—The last session of the State Teachers' Association amended the constitution so as to make that a representative body. Each Teachers' Institute is to elect a representative to the State Teachers' Association, the next session of which meets in Owensboro the second Tuesday in August. If the Institute does not come off in time to elect, the Commissioner is to call a meeting of the teachers of his county, and they are to elect a representative. Where a representative cannot come, he may send a proxy to any person, who may vote for him on all questions affecting a change in the constitution of the Association, or upon any recommendations to the Legislature. Commissioners will give this matter their attention, as it is their duty to do under the law—it being the action of the State Teachers' Association (which is a legal body), and is furthermore prescribed as a "reasonable rule" of the Superintendent of Public Instruction.

Compulsory Attendance.—The new law, which will be operative at the time of holding the Institutes in 1874, makes the attendance of teachers compulsory—upon the penalty (if a satisfactory excuse is not rendered the Commissioner) of forfeiting the county certificate.

The Work of 1874.—Commissioners who desire the Superintendent to assist them in getting expert instructors to conduct their Institutes, must address him on the subject, giving the place and date of holding by the first of June, and earlier notice is desired where practicable.

Acknowledgments.—The Superintendent tenders his official acknowledgment, for valuable services rendered the past summer in assisting in making the Institutes successful, to the following persons: B. N. Grehan, Commissioner of Fayette; Professors P. A. Towne,* A. S. Loventhal, Noble Butler, J. S. Reynolds, J. R. Day, H. R. Blaisdell, Owen Breckinridge, and A. S. Saunders.

Personal Labors.—The Superintendent was engaged during the entire months of June, July, and August in attendance upon Institutes, and in making public addresses upon the subject of education. He expects next summer to devote his attention to similar field-work, disposing his plans, however, so as to visit a larger number of coun-

* Author of the valuable mathematical series bearing his name.

ties. He was present at twelve Institutes the past summer, and visited, upon school business, many other counties when Institutes were not in session.

STATE TEACHERS' ASSOCIATION.

The State Teachers's Association was held in Winchester during the month of August, and was an occasion of profound interest, many representative teachers engaging in the exercises. The next session is to be held in Owensboro on the second Tuesday in August, and each County Institute and Association is expected to send a delegate. All the teachers and school officers in the State are *ex-officio* members. The constitution was amended so as to make it a representative body, as well as a mass convention. In conjunction with the school laws, I publish the constitution and by-laws.

NORMAL SCHOOLS.

That the State will finally resort to the agency of Normal Schools, for supplying the districts with competent teachers, no one acquainted with the situation can doubt. A review of the Commissioners' reports will convince the most superficial reader that the greatest demand of our school system is for trained instructors. Our schools can never be made to meet the wants and wishes of our people until they are taught by those expert in the art of teaching. It is believed that the Teachers' Institutes have already done something, and will do much more to improve the teachers in their calling, and to awaken aspiration for quickened self-effort; but we require one or more distinctively professional schools, in which tuition, by expert professors, will be free, and in which board will be reduced to a minimum, thus affording encouragement to the most indigent to secure a training that will dignify their calling, exalt their individual position, and augment the beneficial results flowing from our public schools.

The experiment in this direction, made in sister States, has been eminently satisfactory, and should encourage us to its early trial in Kentucky. There are several towns in the Commonwealth that would tender a handsome bonus for the location of such an institution in their midst. The Superintendent has revolved several plans in his mind by which such schools might be successfully established and endowed, which he will take occasion to communicate to the Education Committees of the Senate and the House when they shall have been appointed, and he can obtain an audience.

EDUCATION OF THE COLORED PEOPLE.

The Superintendent can only reiterate the views expressed in previous reports, to the effect that our education should be comprehensive enough to embrace all the children of the Commonwealth. If the foundation upon which a free government rests be the intelligence and virtue of the people—which is the only proposition which can be argued to a successful conclusion—sustaining the State in its free educational policy, then, since the negro has become an elector, it is the dictate of duty and of self-interest, and within the purview of dignified statesmanship, to consider how he may be trained for intelligent citizenship. I need not say, that, in common with almost every class of our citizens, I am opposed to mixing the races in our schools. I also think that the present School Fund, clearly voted and dedicated for the education of the whites, should not be invaded. A new and entirely independent fund and system should be created for the colored people. The subject is environed with difficulties, but none the less on this account should it be ignored by legislative wisdom. It is of sufficient importance to engage the attention of the most enlightened statesmanship, and, doubtless, will receive at the hands of the General Assembly patient and thoughtful consideration.

THE VOICE OF THE COMMISSIONERS.

That a more detailed view of our school advances, embarrassments, and necessities may be presented, I have made an abstract of the epistolary reports of Commissioners, sent with their annual statistical reports, which may be found alphabetically arranged in the appendix. I have endeavored to suppress nothing that is discouraging. The true physician always desires to know the exact symptoms of his patients, that he may be better enabled to diagnose the disease and prescribe the proper treatment. The Superintendent has detected nothing that should be a cause of alarm. The School System is not a crystalization, but a growth; it is not solidified like a rock, but is a development. That there has been a remarkable growth in the last few years, a stage of which is clearly indicated in the reports of Commissioners, must be apparent to every candid and close observer. Those who expect a giant oak as the product of the recently planted acorn, will scarcely be satisfied with the fragile shoot that trembles like a reed shaken by the wind. The man who can patiently wait for results until the chronology of a century is registered in its heart, will not fly for his axe to cut down the tender sapling, or resort to

forcing processes to make it put on strength. He knows that much of sunshine and shower is needed to foster its life, and that many a recurring storm will toss its branches ere it strikes its anchorage roots deep into the rocks that underlie it.

That impatience which demands a perfect School System in a single decade of years, and would overthrow it because it does not produce in a short time the greatest results claimed for its capacity by its friends, which sharpens the destroying axe of opposition the moment attention is directed to its defects, is hardly that temper of mind and fibre of purpose which the far-seeing statesman or philanthropist will very seriously regard. Instead, then, of a statement of wants being the occasion for despair, it should only furnish the incentive to supply them.

It will be seen by a close analysis of the Commissioners' reports that the most immediate necessities of our School System are :

1st. Better school-houses ; and surely no one expects these to spring up like palaces at the rubbing of an Alladin's lamp. He who holds this view has not advanced in his reading beyond the Arabian Nights Entertainments. The materials for school-houses are in our soil, and need to be quarried, or moulded into brick ; in our forests, and need to be felled, and sawed, and fashioned by the joiner's skill ; in the muscle of our men, and need to be put forth in well-directed effort ; in the pocket-books of our people, the avaricious grasp upon which needs to be relaxed ; in the will of a generous people, determined to be intelligent, because resolved to be free, which needs to be aroused, intensified, enthused, combined. Will sullen mutterings over unseemly, leaky, and bleak houses turn to practical masonry and carpentry, and supply the public wants in every school district where complaint is uttered ? Enterprise needs to be evoked and self-interest enlightened, and covetousness rebuked, and the school landscape will soon be stripped of the briars and brambles with which it is overgrown, and put on the freshness of a green and inviting prospect. Already we have cheering intelligence of a new and enlightened zeal upon this subject which will widen in its contagion year by year, and give to us, in the near future, fit places for the training of those upon whose shoulders must soon fall the burdens and the benefits of good government.

2. *Good Teachers.*—What is this but a cry for a Normal School, and for private enterprise to supplement the public *bonus*, that a good quality of instruction may receive its corresponding compensation ?

Will complaint supply the one or the other? Let the State address itself to the first prerequisite, and each district to the second, and teachers will not be wanting, with which to hush the despairing wail. The old fable of the teamster seated by the wayside, and blubbering because Hercules does not descend to lift his wagon out of the mud, could still be repeated with profit to many of our citizens, who are good at crying for help, but who never put their own shoulders to the mired wheel.

3. *Trustees who will do their Duty.*—This want is the most powerful argument for Common Schools, for if, in a neighborhood of from forty to one hundred school children, *one* man cannot be found who is philanthropic and patriotic enough—anxious to find a field of beneficent labor that he may secure the peace of conscience that comes of well-doing—*then* the schoolmaster is greatly needed to make those communities better in their sons than their indolent and indifferent sires have been. In all these neighborhoods are men claiming fealty to the purposes of the benevolent orders of the day, and membership in the Church of God—professedly founded for the elevation and regeneration of mankind, yet so absorbed in gross materialism that they cannot give a few hours a year to that grand agency for local usefulness and human improvement—the District School. The preacher, in strains of torrid eloquence, may proclaim the nearness of the millennium; but we shall never expect to hear the music of the second advent, until religion is practical enough to furnish each school district with a conscientious and industrious Trustee.

4. *Compulsory Attendance of Children.*—The Commissioners, in numbers surprising to the Superintendent, advocate the passage of a law compelling parents and guardians to send their children to school. It would seem logical that if the State claims the right to tax the childless man to furnish a fund to educate other people's children, that it holds in its hands the corresponding right to compel those people to utilize the fund in the improvement of those who, ignorant as well as learned, are the born heirs to all the franchises of citizenship. If the non-attendance of pupil children be deemed an evil, the remedy is an easy one, and no more oppressive when exercised than those laws which demand of every citizen military duty, when the county needs the strong arm of her natural defenders. Ignorance is an armed horde that hangs at the very gates of the Capitol, and menaces the liberties of the Republic. It is, indeed, a question

worthy of candid examination, whether or not the State should attack this fearful power, entrenched in its very heart, and thus rid itself of a deadly foe that is daily striking at its best interests.

The State compels the payment of taxes, militia service, and work upon her highways; but the liberty of the citizen is so valuable that the ignorance of his children must not be disturbed. He would be a skillful dialectician who could successfully reconcile the inconsistencies involved in such a hypothesis of government. If I understand it, the State does not establish and maintain a system of public schools merely to confer a benefit upon an individual or a class—but she engages in the work of popular education for her own protection—it is a fundamental civil duty. If I state the hypothesis correctly, then, is not the corollary inseparable from the train of reasoning developed from it—that the Commonwealth cannot afford to be indifferent as to whether or not her citizens avail themselves of the civic advantages afforded by her magnificent patronage of Common Schools? Really, she is not so much concerned for the material prosperity of her citizens as she is for their intelligence and morality. Wealth and liberty are not the handmaidens of ignorance, but are the winged cherubim that spread their golden pinions over the ark of the mind.

We should have a higher view of education than to attempt to tabulate its value in dollars and cents. There are invaluable things that cannot be quoted in prices current, and whose worth does not rise and fall with the fluctuating fortunes of the stock market. Who would think of calculating the heart simply for its value as a blood-pump; or the rich arterial life currents that fertilize the brain merely by the iron they hold in solution.

“The riches of the Commonwealth
Are free, strong minds and hearts of health;
And more to her than gold or gain
The cunning hand and cultured brain.
She heeds no skeptic's puny hands
While near her School the Church-spire stands;
She fears no blinded bigot's rule
While near the Church-spire stands the School.”

CONCLUSION.

I have endeavored to make this book of practical value—somewhat in the nature of a school directory. If, in the various analyses that have been made, there may appear any repetitions, they were neces-

sary to the topical plan adopted. This report, if properly distributed by the Commissioners, will go into every school district of the State; and the design has been to make the new laws so perspicuous, by topical and analytical treatment, that no one endeavoring to do so can fail to understand his duty under them. Suggestions are made with regard to Teachers' Institutes and the grading of schools, which cannot but prove profitable to those who have not thoroughly studied the subjects. The Commissioner and the Trustee cannot go astray if, with the law in hand for speedy reference, he will consult the analysis and calendar prepared for each. Those seeking to know the mind of this department upon the construction of school laws, will find a valuable digest under the head of "Information and Decisions." If a school-house is to be built, the Trustee will hardly need an architect if he will refer to the illustrated section relating to architecture. If he is not satisfied with what he sees, then let him write to the Superintendent, and he will furnish other plans, or any information desired.

This report contains the only publication of the new school laws that will be made the current scholastic year. The book is *public property, must be preserved by Commissioners and Trustees, and handed over to their successors in office.* The distribution from this office has been so comprehensive that no further circulation of the laws will be required if this report is properly preserved and transmitted.

In the Commissioners' epistolary reports occurred many flattering references to the Superintendent, and he desires to assure those who have written pleasant words of approval, that though he has seen fit to exclude them from this volume, he has, in the privacy of his toil, been cheered by their communication; and he has been girded for new endeavors by the consciousness of the confidence of his faithful co-laborers in one of the greatest and noblest works that ever filled the hearts, taxed the minds, and engaged the active labors of men. He also desires to make grateful mention of the uniform courtesy which he has received at the hands of the General Assembly; no less from those who differed with, and even opposed, him, in his measures than from those from whom he has received vigorous co-operation. He has also pleasant memories of his fellow-citizens, who, in such encouraging numbers, and with such marks of warm approval or courteous dissent, have, in various parts of the State, listened to his public addresses in behalf of the great cause committed by their suf-

frages to his keeping. I conclude the labors of the year, as I began, with kindly feelings to all, and with faith in the final triumph of every agency fitted for the reclamation of man from the thralldom of ignorance and vice, and his enthronement in the spheres of light and love.

H. A. M. HENDERSON,
Superintendent of Public Instruction.

REV. ROBERT JEFFERSON BRECKINRIDGE,--IN MEMORIAM.

REV. ROBERT JEFFERSON BRECKINRIDGE, D. D., LL. D., died at his home, in Danville, December 27, 1871.

He was a son of Hon. John Breckinridge, author of the Kentucky resolutions of 1798, and United States Attorney General under President Jefferson; born at Cabell's Dale, March 8, 1800; studied at Princeton and Yale; graduated at Union College, New York, 1819; admitted to the bar 1823; practiced law in Kentucky until 1831; member of the State Legislature in 1825, 1826, 1827, and 1828; united with the Presbyterian Church in 1829, and was soon after elected ruling Elder; studied a few months at Princeton, and was ordained pastor Second Presbyterian Church, Baltimore, Maryland, 1832; President or Principal of Jefferson College, Cannonsburg, Pennsylvania, and pastor of the church, 1845; pastor First Presbyterian Church, Lexington, Kentucky, and State Superintendent of Public Instruction, 1847; Professor of exegetic, didactic, and polemic theology, in the Presbyterian Theological Seminary, at Danville, 1853.

DR. BRECKINRIDGE was a man of commanding influence in both Church and State. His intellect was quick, piercing, powerful, with a grasp of thought, a closeness of reasoning, and a fertility of illustration which few could rival, rendering him equal to any emergency, whether to fill a theological chair, to address a promiscuous audience, to join in an extemporaneous debate, to preside over a literary institution, or sway the councils of a political convention. From his first public appearance in ecclesiastical matters in the Cincinnati Convention, 1830, he was one of the leading minds in the Presbyterian Church, and in his later as well as earlier years took an active part in civil affairs.

As a preacher, he was scriptural, doctrinal, and closely argumentative; he was great (and greatly) in controversy, but it was in deliberative bodies that his powers appeared to the greatest advantage. His acquaintance with judicial proceedings, his self-reliance, his peculiarly gentle but penetrating voice, his unsurpassed command of appropriate language, and his ability to bring his full strength to bear upon the question at issue, made him a most powerful advocate or a most formidable opponent.

He was a voluminous writer; published *Papism in the Nineteenth Century* in the United States, 1841; *Travels in France, Germany, &c.*, 1841; *Memoranda of Foreign Travel*, 1845; *Internal Evidence of Christianity*, 1852; two large volumes of theology, 1857 and 1859, and innumerable pamphlets on slavery, temperance, Popery, Universalism, Presbyterianism, education, agriculture, politics, besides editing several periodicals.

The value of his six years' service as Superintendent of Public Instruction is gratefully acknowledged by his successors in that office. One of them, in his annual report for 1859, says that "to DR. BRECKINRIDGE, above all others, the people of Kentucky owe the establishment of our System of Common Schools. He found that system a ruin; he left it a majestic fabric; he found it a prey to the timidity of legislation and the plunders of party; he left it beyond legislation and beyond party, fixed immovably among the powers of Government in the organic law of a great Commonwealth."

COMMISSIONERS' DEPARTMENT.

EPISTOLARY REPORTS FROM THE COMMISSIONERS.

BALLARD.

I have not been able to visit all the schools the past year, which is attributable to several causes. First, there were only some twelve or fourteen who were holding certificates to teach, therefore I was compelled to remain in the office to examine applicants; and, in addition to this, to labor assiduously in order to get the schools in working order. By this time bad weather had set in so that it was almost impossible to travel, and several schools were finished before I could visit them. I endeavored to arouse the Trustees and patrons to a sense of their duty, which seemed to result in great good. Held Teachers' Institute in June for the term of six days, which was well attended, and proved a success.

I. K. SWAIN, *Com'r.*

BATH.

I have redistricted the county in the last few months, which was badly needed. Am trying to get up an interesting Institute, but so far have no positive promise of assistance from abroad. If our teachers cannot be awakened to a lively interest in school affairs, the cause must languish. A good, well-taught school has more influence to secure a good attendance of children than any action of the Trustees. We want better teachers, and want them now. My Board of Examiners are intent on raising the standard of qualification. Can't you visit our Institute (July 28th to August 1st) and talk with us about school affairs? I would be glad to receive an appointment from you. I believe you could render us a great deal of assistance in many ways.

W. H. DAUGHERTY, *Com'r.*

NOTE.—The Superintendent responded to this call. A most valuable Institute was held. About forty-five teachers were present, and large audiences of the citizens attended the public lectures.

BOONE.

Institute held July 8th. Some trouble in securing the services of Trustees in some districts. Think the number should be reduced to one, and require him to visit the school once every month, for which allow him reasonable pay. Great lack of good school-houses in many districts.

H. J. FOSTER, *Com'r.*

BOYD.

There is a remarkable change in the people of this county on the subject of Common Schools since my last annual report, which clearly indicates that we are to have, at no remote period, that class of schools which has been so long needed. Having been stimulated by a desire to see this change, I have given the duties of my office much more attention than the compensation derived from it would justify. I have visited every district, and some of them several times, during the schools. Think there is considerable improvement in teachers, and the greatest difficulty in the way of progress has been the lack of comfortable school-houses. It is being removed. There have been built several houses in the last two years. The only lack of comfortable school-houses in this county is about eight or nine in number. I think this year the most of them will be built. Favors a law compelling children between six and fourteen to be sent to school. The Institute held, commencing June 9th, continued three days, conducted by Dr. Henderson, Superintendent, Professor Noble Butler, and Professor A. Saunders.

JACOB RICE, *Com'r.*

BREATHITT.

I have visited all the districts during the year while the schools were going on, and find considerable improvement. Our school-houses have, most of them, been repaired, and several new ones built. I think by November next they will be made comfortable. Our Teachers' Institute was held in August, at which twenty-five of the teachers attended. We want a law compelling parents to send their children to school.

GEO. W. SEWELL, *Com'r.*

BUTLER.

While he is satisfied that the standard of education has been elevated, enumerates as discouragements :

1. Sparsely settled school districts, and the consequent feebleness of the fund.

2. On account of poor pay to teachers, examiners have to grant certificates to an inferior class of applicants.

3. The apathy of a certain class of citizens, resulting in the non-attendance of pupils. Favors compulsory measures. Teachers' Institute held, and was a decided success. Favors compulsion of teachers to attend. Professor A. F. Williams conducted the Institute.

M. W. NEAL, *Com'r.*

CALLOWAY.

In regard to Common School interests of Calloway county, there is a lively awaking of the public mind, that is truly auspicious for the future. But, unfortunately, there exist hindrances to immediately accomplishing all the ardent mind aspires to, that seem near insurmountable. The greatest of these is the *instability* of district boundaries, upon which, as a foundation, rest our mouldering, dilapidated, and wind-rifted, clapboard covered school-houses. Not in every district, however, for we have some few quite respectable exceptions to the general rule. The power, *often*, of an influential individual or two, suffices to divide a district, and have one or two neighboring districts curtailed to suit his convenience. An humble one, *to-day*, without power and influence, by a change of his condition and status, suddenly effected through luck or chance, emerges from obscurity, and claims the right to undo what was before but recently done; and there follows another vibratory impulse in the lines of the district, and another mushroom log-house, to especially accommodate his ephemeral conceptions and selfishness. And thus has it been in poor Calloway for, lo! these many years gone. So by division and sub-division of districts, oft removed boundary lines, and their vibratility, *known* and *anticipated*, yearly, there exists (*and it should not be otherwise*) but little or no disposition to invest money, on the part of sensible men, in building suitable and good school-houses, soon to be, most likely, decentralized to one side of a district, and so thrown away. Our districts, by sub-division, to shorten distance to school-house, have, in the main, become small; and population being sparse, in most of them, the amount of money drawn, per capita, of pupils, is insufficient to pay the salary a good teacher usually demands. Added to this the heretofore inability, or unwillingness, of patrons to tax them-

selves for the requisite additional sum to pay for first-class teachers, has resulted in a generally inferior quality of instruction and *moral training*. Hence, oft as our teachers gain experience and skill, they go to other States or counties, wheresoever they can be *better* remunerated. Then, again, the inferior *character* of our school-houses, in the general, are *repulsive* to an aspiring, competent teacher. And thus has the educational progress of Calloway been blocked in time past, despite all State anxiety and pecuniary aid devoted to her benefit. Relief from this state of embarrassment must, mainly, be derived from proper *sized* districts and *permanent fixture* of the boundary lines, from which will, in most cases, inevitably *result a relaxation of purse strings*; and, consequently, good and well-furnished school-houses. Thence, again, in the chain of incidental causation, will be educated a corps of efficient teachers.

At an expense of some five thousand dollars Murray has erected a splendid, and one of the best arranged, literary buildings in the State, which is destined to be the main focal center to which will be attracted the flames of our rural educational aspirants, to be perfected in intellectual accomplishments, and, as I trust, *Normally trained*, and thence to radiate back to sylvan localities as well qualified teachers.

According to article 10, section 9, upon application of Trustees of Murray Institute, district No. 35 has been laid off as inclusive of, and dependent upon, the same, for tuition of the Common School.

QUERY.—Is the principal of said Institute, with his corps of teachers, to submit to examination, by County Board of Examiners, ere they can take charge of the Common School? It would seem superfluous, and yet the letter of law requires it. Please fail not to answer. (NOTE BY SUPT.—He must have a certificate.)

I have engaged my time, when permitted by weather and circumstances, in visiting the schools and districts, examining the condition and conduction of the former, and answering applications of the latter, for change of boundary, curtailing to constitute new, or adjustment of sites for houses. With much difficulty I have just brought the fragments of a divided district, No. 42, together in harmonious support of their school, in a new frame building. On the 12th inst. I am under promise to visit No. 13 for a similar purpose. And thus the evils of vibratory lines of districts diffuse themselves. Should this evil continue, when, by an act of the Legislature, permanently declaring our township boundary as district lines, irrespective, the terrible evil could be so easily removed?

The spirit and demonstrations in favor of general education are decidedly more potent at the present time than ever before in Calhoun. Let us take the tide at its crescent flow.

The Institute was a splendid success, under the effective management of Dr. J. B. Reynolds, whom you kindly sent us. There were forty-nine teachers present.

The Association was deferred to end of Institute, and, owing to circumstances, held but a short session. It ordered another meeting in November next. Besides other matters, a series of text-books, for a term of years, will then be adopted.

R. BOGGS, *Com'r.*

CAMPBELL.

The condition of the Common Schools of my county during the last scholastic year was as good as circumstances allowed. We are gradually working in a better class of teachers. When the new law comes into operation, I think it will create a new order of things. We held a Teachers' Institute at our county seat during the last week of August, which was fully attended by the teachers of the county, and several from a distance. All manifested a lively interest in educational matters and the duties of their profession. Our Institute was a decided success.

LEO TIBBATTS, *Com'r.*

CARROLL.

A school has been taught in every district in the county, and in the main conducted in a satisfactory manner. There is great room for improvement, which I hope to report next year. The general attendance compares favorably with previous reports, and the number of schools taught exceeds that of any previous year. The people cannot expect to realize great results from Common Schools, unless they manifest an interest in schools generally. They need an excited sentiment on the questions of Public Schools. So far, I have exerted myself to make every one interested in these schools, and in my endeavor to have better schools and school-houses, I have given the duties of my office more attention, and spent more money, than the compensation derived from the office would justify. The greatest impediment in the way of progress is the lack of comfortable school-houses. There are but few comfortable and well furnished ones in

the county. The indifference of parents to the benefits of education constitute a great evil with which we have to contend, and especially parents of the poorer class, who too frequently fail to embrace the opportunity of educating their children in our Common Schools, and in proportion to their number they receive less benefit from the Common Schools of this county than any other class. How we can secure the regular attendance of their children, and impress upon these parents their duty in this regard, "that the rudiments of English education shall find a shelter under the humblest roof of our Commonwealth," is a question of no small importance. Better trained and qualified teachers may be regarded as one of the immediate wants of this county, since our teachers consist principally of young men who are just from school, and expect to return or engage in some business other than school teaching, the duties of which they generally perform perfunctorily, in order to pass the time without regard to the reputation they make as a school teacher. I always make it a point in my visits to the districts to have a private conversation with the Trustees, and urge upon them the necessity of procuring competent instructors, and especially to procure those who expect to make school teaching their business. I have not been able to visit all my districts since the first of January last, but have visited some of them as often as six times, on account of the Trustees being dilatory and unacquainted with their duties.

Great difficulty is experienced in the various districts of the county on account of the confused state of boundaries, and more will be experienced if a tax is levied on a single district in the county. All counties should be surveyed and divided into convenient sized districts, with permanent boundary lines, to be unchangable except as the boundaries of counties are changed under the present law. All districts, except in towns and cities, should be equal in numbers as far as practicable.

Each district should be required to build a suitable school-house within some prescribed limit of time, of proper dimension, and provide good and suitable furniture for the same. From personal observation, I am convinced, that, as you improve the school-houses, you stimulate attendance and encourage the pupils; and where you find good school-houses, there you will generally find good teachers. I am in favor of a law compelling every district to provide a good school-house under penalty for not doing so.

Printed rules and regulations for the Common Schools should be posted in every school-house, and the teachers, as well as the pupils, required to observe them.

J. A. DONALDSON, *Com'r.*

CARTER.

From all that I can gather there is one thing ominous of a better state of things in regard to education. That is this: both parents and Trustees are quite anxious in regard to the qualification of teachers who are to be employed as such, alleging as their reason that it is more easy for a child to learn two truths than to unlearn one error.

Our Institute will be held at Grayson, Carter county, Ky., and will be conducted by Professor P. A. Towne, of Paris, Ky.

Z. TYREE, *Com'r.*

CASEY COUNTY.

I visited nearly every district in the county last year—some as often as twice—going wherever I thought I could do the most good. I spent *all my time* working for the Common Schools' interest.

A Teachers' Institute was held from July 28th to August 1st, inclusive. A thorough explanation of all the branches to be taught in the Common Schools was given by Professor A. S. Loventhal. Forty-three teachers attended. Much good was done. Fourteen teachers were absent. Trustees would not let them come. Last year we had twenty-five in attendance, and thirty absent. The public was much more interested in the Institute this year than last, and we think that the public was favorably impressed with the Institute work. Forty-eight male teachers were employed last year at an average cost of \$26 65 per month, and nine females at an average cost of \$28 26. Every district in the county had a school taught in it.

Ten districts in the county have no kind of a school-house at all, but they use old vacant houses. There are twenty-six houses whose value is less than \$100. The whole value of Common School-house property is only \$4,335. The greatest difficulty that I find is to get good houses built. The very best teachers can do but little good in such houses as we have in this county. Everybody seems anxious to have better houses, but there is no unity of action. Every one wants the school-house built in a certain place, to suit his own con-

venience; and if he cannot get it so, he will not contribute anything at all. About three-fourths of the houses in this county are merely summer shelters to keep the sun from pouring down his burning rays upon the heads of the helpless little urchins; but before the school is half expired, the chilling blast of winter howls through the open cracks of the little log cabin, making it so disagreeable that the children soon forsake both school-house and teacher for the pleasant fireside at home.

D. W. COLEMAN, *Com'r.*

CHRISTIAN.

The Trustees in many of the districts failed to make reports. The Trustees perform their duties very well, with the exception of making annual reports, which it is difficult to get some of them to do. There is great complaint, and no little annoyance, about payments to teachers being delayed for want of funds in Treasury.

G. A. CHAMPLIN, *Com'r.*

CLARK.

I think there is an awakening in our county to educational interests. The people seem to be seeking for a better class of teachers, and this has aroused the teachers, too. Many of them are beginning to realize the dignity of the profession, and are making an effort to elevate it. We have a local Association, which meets regularly once a month, and we would be glad to have you meet with us if convenient. There seems to be a disposition to improve the houses, too, which is very much needed. I hope to effect much good by my fall visits to the schools. Our greatest need is to arouse parents to their duties. Get them to realize the sacred character of their trusts, and all else will be easy to Commissioner and teacher.

LEELAND HATHAWAY, *Com'r.*

CLINTON.

I find that there is more interest taken by the patrons of the school than usual. I have taken great pains to encourage parents to send their children to school. I think that I have accomplished some good by so doing. Special acts of the Legislature of Kentucky, authorizing the court of claims to levy a per capita tax of \$1 50 on

each poll-payer, for the purpose of building and repairing school-houses, are creating some dissatisfaction in the county. Though at the same time it will prove a blessing to the county rather than a burden, it will tend to relieve the most intolerable of all burdens—the burden of immorality and ignorance. Some of the school-houses are progressing finely. Some of them are completed, and furnished with blackboard and desks, &c., while others are slow to work.

I think in my next annual report that I will be able to report the completion of nearly all the school-houses in the county.

T. V. STEPHENSON, *Com'r.*

EDMONSON.

I visited the schools while they were in session. I found a few of them well conducted, but most of them imperfectly managed. Most schools are poorly supplied with books. I found a small number in attendance, owing a great deal to the want of better school-houses. We have summer school-houses in most of the districts, but not more than five that would do for a winter school in the county. Most of the houses are log-houses, dilapidated and ready to fall, totally unfit for school purposes.

I would suggest that the county judge, surveyor, and commissioner be appointed to lay off the districts, and make them as permanent as county lines. The people would have something then to prompt them to act. They could then go to work and put up a suitable building for school purposes, having some assurance that it would be a permanent institution.

I think a law compelling parents to send their children to school would be beneficial. There are a great many who keep their children from school when they could send them, robbing them of that which is more precious than gold. I lectured to the pupils and parents.

My predecessor held no Institute last year. I have had one this year. The Institute was conducted by Prof. J. R. Hodges with great honor to himself, and was highly interesting to the teachers present.

W. J. J. NASH, *Com'r.*

ESTILL.

I held a Teachers' Institute for five days. Twenty-five teachers attended, and twenty-four did not attend. There was considerable

interest manifested on the part of the teachers, and I think a good deal of good will be the result. The Institute was conducted by Prof. J. B. Jones and Rev. Milton Elliott, with zeal and ability. The people of the county, as well as the Trustees, are beginning to take more interest in our schools than formerly. I think they are beginning to see the importance of employing better teachers.

There is a want of interest in having good school-houses; but the Trustees of the districts promise, in the future, to improve in this particular, and I am confident they will do it.

We have now a better class of teachers by far than we have had heretofore, and a good prospect for a better set of teachers next year. There are now schools being taught in all the districts in my county except one, and I have been doing all in my power to have a school taught in that one. I have had frequent conversations with the teachers, district Trustees, as well as private citizens, and I am confident that, in the future, there will be considerable improvement in the class of teachers, school-houses, and in general interest.

Heretofore the Trustees have had an eye to the cheapness of the teacher rather than to his qualification, and I have endeavored to show them the mistake they have been committing; and I feel confident I have, to some extent, convinced them of the great importance of the fact, that, to employ a good and competent teacher, should be their first consideration, and think that by next year I will be able to give you a much more satisfactory report.

R. W. SMITH, *Com'r.*

FULTON.

There have been schools taught in every district in the county, though there has not been the interest taken in the schools, either by Trustees or parents, there should have been. The people of this county think the present School System wholly inadequate to satisfy the demands of the people

The *pro rata* bill, as it is called, causes a great deal of dissatisfaction, and debars many of the poorer class of the privilege of attending school. Again, it is often a very difficult matter to procure Trustees who are willing to serve. I think your plan of having but one to a district a good one, and then make his duties imperative, and allow him some compensation for his trouble.

I have visited most of the districts since I came into office, and

intend visiting and to redistrict the entire county this fall; and I hope by another year to enlist an increased interest in the Public Schools.

I will hold a Teachers' Institute at the school-house in district No. 6 the last week in August.

R. T. TYLER, *Com'r.*

GARRARD.

We had a very interesting Institute, commencing on the 7th of July and remaining in session four days. Messrs. Grehan and Breckinridge, of Fayette county, were with us, and rendered valuable service. Some twenty-five or thirty of our teachers were in attendance, and participated in the exercises more or less. The most active were Dunlap and Reppert.

Our Common Schools are gaining strength and position. We have a better grade of teachers than heretofore, and we are endeavoring to stimulate them to follow the profession as a business, and elevate it to that standard that it is entitled to occupy.

We are deficient in our school-houses. A great many are not fit for stock to occupy and be comfortable in winter; yet we have some that are ornaments to the neighborhoods in which they are located.

JNO. K. WEST, *Com'r.*

GRANT.

A school has been taught in all the districts in the county, forty-six in number. I visited forty-three schools, and found a large majority badly supplied with school-houses and furniture. Grant can boast of a larger per cent. of log-houses, poorly furnished, than any county in Northern Kentucky. Found the teachers generally working fully up to their surroundings; some of them very young—new beginners—without that experience which enables one to successfully use the advantages at hand. Found no uniformity of class-books, mode of instruction, or discipline. Do not think that more than six of the whole forty-three had any notion of teaching as a profession. The Trustees were giving but little or no attention to their duties.

In many cases patrons were withdrawing their children as soon as told that payment of deficits could be enforced. The average daily attendance was, and in most cases continued, very light. Can these evils be corrected? That a better state can be arrived at I have no

doubt. Most of the schools were at or past the middle of the term at the time of the visit, and not much attempt at reformation was made, though I had the satisfaction of hearing afterwards that very much was accomplished in the way of good results. In concert with a very efficient Board of Examiners, I shall attack, and not without hope of ending, some of the more prominent of these abuses. Much is expected from the new law by those who have read it. If the suggestions made in your last Annual Report are in the law, there is good reason for hope. I have good grounds for belief that the end of the school year of 1874 will enable your Commissioner to make a far more favorable report.

H. D. STRATTON, *Com'r.*

GRAVES.

A great many districts in this county delayed having their school taught until winter, and the severity of the weather prevented the attendance from being as large as it otherwise would have been. Yet, with the exception of a few districts, the average was good; which, taking the weather into consideration, shows a considerable increase of interest. We have had a school in every district in the county, several of which have extended their term beyond the legal limit. The people are depending almost entirely on the Common School System for an education, which, in my opinion, is the best indication of its success that we can have; for the more we depend upon a thing, the more interest we take in it; and by a proper interest being manifested, the desired results will be realized. A great many districts need new houses and better furniture, while all are susceptible of some improvement; yet the people seem to be getting at this work, too, pretty well, for several new houses have been, and are being, built. I have visited every district in the county, and most of them while the school was in session, and did all in my power to promote the school interests in the county. Will hold a Teachers' Institute in July. The prospect is fair for a good attendance.

J. M. COSBY, *Com'r.*

GRAYSON.

The average number of children at school was far below what it ought to have been, though a great deal better than formerly. The past year has been a success in comparison with former ones, the

people generally seeming to take more interest in regard to education than heretofore. I have labored hard trying to impress upon the minds of parents and guardians the responsibility resting upon them. There is considerable complaint among Trustees in regard to Collins' History, a great many "saying they have paid for the book, and must have it," holding the idea that the fund is in the Commissioner's hands. There is also a great indifference to duty upon the part of many in employing teachers, engaging those whom they can get for the least amount; and if the school fund is inadequate to compensate a good teacher, they often turn him off for an indifferent one whom they can get for the amount of public money. I find, also, a great drawback in our Common Schools on account of not having an uniformity of text-books. Believing that no office is higher than that of him who has the moulding of the minds, the souls, and the character of our children, I have been very strict in regard to the qualifications of teachers; not only their mental qualifications, but their moral standing has been closely scrutinized. I have been censured considerably for being so strict, many teachers saying they could get certificates in other counties, and they did not see why they should be refused in Grayson; but that made no difference with me, for I hold that it is no excuse for me because another fails to do his duty. The Trustees, in many places, employ teachers for their cheapness, and never inquire into their suitableness for the position they propose to fill. Every one knows how the young and susceptible minds, just opening to the realities of life, are liable to be contaminated by example, if not actually by uttered precept. Like the poisonous dew of the Upas tree, it will fall upon the tender hearts of our children, and blight all their future prospects.

With the standard of our teachers elevated to what it should be, the dark clouds of ignorance and superstition will soon flee away, and a bright era dawn upon the proud old Commonwealth of Kentucky, surpassing the most sanguine expectations of those who have labored so faithfully in such a noble cause.

N. C. TILFORD, *Com'r.*

[Observation by the Superintendent: Collins' History, according to the terms of the law, will be the property of the district, and not of the teacher.]

GREEN.

I find from the reports of Trustees and teachers that considerable interest is manifested. Schools have been taught in all of the dis-

tricts, and with few exceptions have given satisfaction. A majority of the districts have very inferior school-houses. I find it very difficult to obtain the annual reports of Trustees. I will hold a Teachers' Institute in August, and expect to visit every district in the county during the ensuing school year. I find that there is no other way as efficient for arousing public interest in Common Schools as that of visiting the districts, and calling the people together.

I have been unable to find the records of boundaries and changes in several districts, and am led to believe that the only alternative is to redistrict the entire county.

I hope to be able to get the Common Schools of the county in condition to answer the wants of the people, and for this purpose I expect (as before suggested) to visit the several districts, and by addresses and otherwise to arouse a better interest and zeal in the noble cause of Common School education.

J. W. JONES, *Com'r.*

HARDIN.

Public sentiment on the subject of popular education is generally in a healthy condition in this county. A school was taught in every district during the school year just past. The attendance in many districts was small, attributable principally to the "rate amendment," now fortunately repealed. The quality of teaching improved, but the supply of good teachers not equal to the demand. No Institute held on account of cholera through the months of July, August, and part of September. The great wants of the Common Schools are a simplicity of the machinery of the system and more money. I am clearly of the opinion that ten cents more on the one hundred (\$100) dollars' worth of property, under the school law that goes into effect on the first December (amended in a few particulars), will give us good schools. Money is the sinew of schools as well as of war. A good teacher, without good pay, cannot be had; and a good school, without a good teacher, is a joke. In view of the great decrease of the School Fund, I would respectfully recommend the passage of an act of the Legislature authorizing the Trustees to employ teachers for the length of time the public money will pay for, leaving it to each district to continue the school by local taxation or subscription.

The Trustees have employed the teachers, and agreed upon wages about the same as last year, under the belief that the School Fund

would pay about the same rate. The patrons of the schools, after learning the rate this year to be only (\$1 60) one dollar and sixty cents to the pupil, and finding they will be very heavily taxed under the "rate amendment," are taking their children away from school. The Trustees are thus left in an embarrassed situation, with their contract with the teacher hanging over them. The Legislature should come to their relief. The truth is, that to require Trustees to employ a teacher for a certain time, without adequate means, works badly at all times. Our system mixes free common schools and private subscription schools into a perplexed and inconvenient compound.

JAS. A. GAITHER, *Com'r.*

HARRISON.

All the Common Schools in the county were taught. Nearly all of the schools were continued as private or subscription schools from three to five months after the session of the free schools had been completed.

The interest shown on the part of the people in these schools has become earnest and general. More new school-houses have been built, and others are in process of erection. Many of the old structures have been repaired. The teachers, generally, were better qualified; the pupils more regular in their attendance. These facts, I think, can be regarded as encouraging evidences of real progress in the educational field in Harrison county.

In the new school law, which empowers districts to levy a special tax for the purpose of building new houses, as well as increasing teachers' salaries, the people will find the means with which to increase still further the efficiency of the schools. It is confidently believed, that, with the advantages conferred by the new law, the friends of free schools are provided with all that is necessary to place them on an equal footing with the best.

A Teachers' Institute, representing the Sixth Congressional District, was held at the county seat last year, at which nearly all of the teachers of this county, and many of the citizens, were present. Great interest was manifested by the members and spectators. In addition to this, four Teachers' Institutes were conducted in different parts of the county for the special instruction of the teachers while the schools were in session. These were well attended by teachers and parents. I regard them a most important adjunct in the im-

placement of teachers; but more especially are they calculated to call the attention of the community in which they are held to the interests of the Common Schools.

Upon the whole, the progress of the schools throughout the county of Harrison has been satisfactory.

J. F. LEBUS, *Com'r.*

HENDERSON.

You perceive the average attendance was small. This is due partly to the very inclement winter; but more to the apathy of the people. Sending to school is the last thing with most people in this county. In autumn the tobacco must be housed, the corn gathered, the tobacco stripped, and then some of the children can be spared to go to school a few days. The people need to be convinced that they will have to depend generally upon the Common Schools for the education of their children.

The law authorizing the additional tax will ultimately be beneficial, but will not be voted generally for several years. I will hold the Teachers' Institute the last week in August, commencing 25th, in Henderson.

H. H. FARMER, *Com'r.*

HOPKINS.

In order that Common Schools may be made a real success, we should have money sufficient to teach at least a full five months' term. An entire session would be preferable. This would close the mouths of all those eternal ranters about free schools. The changing of the time of electing Trustees from first Saturday in April to July is, in my opinion, right. Two payments to teachers would have been better than four. The first payment should have been made in February, the other at the close of the year. This would have allowed ample time for sheriffs to have paid, to say the least, a large share of tax or revenue into the Treasury, and would have stimulated teachers to have commenced their schools in time to have received their funds on the first payment.

I think I can see a decided improvement in the Common Schools in the past two years. I know a better grade of teachers are offering their services, and are being employed at more advanced or remunerative prices. I have endeavored to call out the very best

talent and qualification that the amounts of money paid would command. Have visited the schools; and, in the way of public addresses, promoted, to the best of my very limited ability, all the interests of the Common Schools of the county.

GEO. W. MURPHEY, *Com'r.*

JACKSON.

The schools are doing as well in this county as could be expected. We encounter a great many difficulties, among the most embarrassing of which are the sparsely settled condition of our county, and the indigence of our people. It is impossible to arrange the school districts so that all the children will be in reach of the school-house, and yet have scholars enough to support a good school. Hence it is that we are forced to have so many three-month schools. We have had thirty-four Common Schools taught in this county during the school year, and notwithstanding the average attendance has been small, much good has been done. There has also been two select schools, one in district number 1, and another in number 13.

During the winter I visited nearly all the school districts in the county. Most of the schools I found to be vacated. Those which were still in session I endeavored to encourage all I could. I have made three new districts, and reorganized three others which had been abolished.

The people are becoming more interested in the working of the Common Schools in this county than they have formerly been. Our school-houses are much improved, and our teachers (though somewhat inefficient) are laboring to show themselves worthy of their profession.

Our "Teachers' Institute" will be held at McKee, commencing on the 28th of this inst. It will be conducted by Vincent Boreing and John Byrd, who are both professional teachers and men of unquestioned competency.

A. P. SETTLE, *Com'r.*

JEFFERSON.

The Common Schools of this county are growing into public favor, so much so, in fact, that all of the private schools have been absorbed by them, and are now under the auspices of the Common School System. The friends of popular education must now make the sys-

tem thoroughly comprehensive and satisfactory in its practical results. The Legislature, last winter, remedied some of the defects of the law. It is of paramount importance that we have more teachers who have been educated with special reference to teaching as a profession—teachers who possess an aptitude to govern themselves as well as their pupils, whose own enthusiasm is calculated to incite within the minds of their scholars a zeal to excel, and who enter upon this profession from choice, and make it a permanent vocation rather than as a temporary expedient. I am in favor of abolishing second-class certificates and second-class teachers; a majority of them are public nuisances. Whenever the patrons of a school need, and refuse to build a school-house, then the School Fund due that district should be used for that purpose. Commodious and comfortable houses should be erected in every district, and parents compelled to send their children to school. The parent who injures or retards the natural growth or well-being of the body of his offspring, is held amenable to the law, but he may starve and blight the brightest intellect, and dwarf his child's mind until it assumes idiotic blankness, with perfect impunity.

Some provision should be made for the payment of school claims at a *specified* time. If, under the present system of tax collecting, the claims cannot all be liquidated before the middle of June, don't pay any of them before that time. I have known teachers to wait weeks, months, and even a year, for their hard-earned money. This is the greatest curse to the Common School, and impairs its usefulness more than all others; and the blame always rests on innocent parties.

JAS. F. HOBBS, *Com'r.*

JOHNSON.

I have visited all the districts except fourteen, which were visited by J. F. Stewart, former Commissioner. I find that there is a decided improvement in school-houses. People seem to be more interested in the cause of education.

I would suggest an amendment to the school law: that the number of scholars in any district ought not to exceed eighty for a five months' school; neither that there should be a five months' school where the number of scholars is less than fifty. The Institute for the school year ending June 30th, 1873, was held by J. F. Stewart, at

Unionville, and conducted by Prof. B. T. Fayer. The number of teachers in attendance was thirty. I find better qualified teachers are necessary to advance the School System.

H. E. CONLEY, *Com'r.*

KENTON.

Of the thirty-six districts in this county thirty-four have had schools taught. The schools visited by me I found to be in a prosperous condition; in fact, nearly all the schools in the county have been taught with general satisfaction to their patrons.

Out of the thirty-nine teachers employed in our schools nineteen of them were female teachers. This class of teachers, in the common schools where the pupils are small, can be employed with good results and at lower rates than male teachers. Of the nineteen engaged in our schools, I have heard of no complaint either as to their ability to impart information or as to their power to control their schools.

I find a great want of interest on the part of districts in regard to the election of Trustees. In a number of districts, in each year, no elections are had, and the consequence is the old ones hold over, and many of them, as well as of those regularly chosen, take but very little interest in school matters, and seldom do more than go through the form of the duties of their office.

We have some good school-houses in the county—some that are passable, and a number that should not be recognized or tolerated; still, I am glad to say that our people are taking more interest and are doing better than ever before. Some of the best school-houses have taken the place of indifferent ones within a few years back.

Our Teachers' Institute was held at this place (Independence) on the 15th, 16th, and 17th days of July. It was well attended by our teachers, and a growing interest manifested; and we were greatly assisted by Prof. Loventhal, whom you sent to us, as well as by the able assistance put forth in the Institute by Profs. J. Roland Day and John Mickelborough, of Cincinnati, and A. Souder, of Paris; and to each one of whom I desire, through this letter, to return my thanks.

G. W. CARLISLE, *Com'r.*

KNOX.

The schools of my county are advancing considerably. We have an improved set of teachers, and a growing interest manifested in our schools generally.

J. R. HELTON, *Com'r.*

LAUREL.

All the districts in my county have been visited for the year by the former Commissioner and myself. I find there is a growing interest manifested throughout our county. There has been a school audit in every district. I had no trouble in getting reports from all the districts. Considerable advancement made. Most all the districts have comfortable school-houses. Will try to have all comfortable. Will hold Teachers' Institute this fall.

S. C. JACKSON, *Com'r.*

LAWRENCE.

Our Common Schools are gradually improving. Better teachers are now in our county, and some receiving better wages; and our school-houses are at least one hundred per cent. better than two years ago, and will still be made better; and as the school-houses are made better, and a better class of teachers are employed, our schools will grow in public favor, and the rich and poor each will feel that they have a like interest in school-houses and school teachers. Further comment is unnecessary until we can speak of the practical working of our new school law, which takes effect in December next. I have visited a large amount of our schools this year, and delivered lectures to many of them. I find them doing well and in good spirits, hoping for a better law, and more money by local taxation.

JAS. R. DEAN, *Com'r.*

LEE.

Schools have been taught in all the districts of my county during the present school year by a fair class of teachers. Trustees of schools reasonably prompt, and report fair progress of pupils in each district. The people generally are taking an unusual interest in the cause of education throughout the county. School-houses are not up to the requirements of the law, but I hope, by the aid of the increased tax, to have them so this summer, or early fall. There was an Institute held in Beattyville, the county seat of Lee, in August,

under the superintendence of Prof. B. W. Twyman and J. M. Beatty, which continued for six days, with a fair attendance of teachers (30), and happy results to the school interests of the county. At the close of the Common Schools of the county, Prof. Twyman taught a session of Normal training, which was largely attended by the teachers of the county, with good results. He informs me that he has engaged to give the teachers of the county a Normal course of training again next year after the close of the Common Schools. These schools are taught at the county seat, and will greatly raise the standard of teachers, and enhance the school interest of the county generally. I am devoting much of my time and energies to the promotion of the school interest of the county; and by the aid of my very efficient Board of Examiners (Twyman and Beatty), the day is not far distant when the Common Schools of Lee county will be equal, if not superior, to any in the State.

JOHN S. MAHAN, *Com'r.*

LETCHER.

Our Teachers' Institute was held, commencing on the 30th of June, and ending July the 5th. I employed Professor T. H. Mason, an accomplished teacher of many years' experience, to conduct the Institute, and organized by appointing an Examining Board, consisting of Wm. H. Nickels and D. J. Vermillion, both men of high standing, culture, and education. Professor Mason divided his labors into lessons and lectures upon the sounds of the letters, upon spelling, reading, geography, English grammar, arithmetic, &c., giving lessons each evening in the different branches required to be taught; each morning an examination, lecture, and instructions in the best way of teaching.

Our Institute was attended by thirty-one teachers, and some have applied to the Board and obtained certificates since.

All candidates for the position of teacher were subjected to a strict and impartial examination, by which means we have the most efficient and competent corps of teachers ever employed in the county. The standard and quality of education given has been much better; teachers generally being better qualified than formerly, and public interest more thorough and earnest. Our Institute was, in every respect, a success.

The Trustees in most of the districts have, and are making, their school-houses comfortable. On the second day of our Institute we organized a Teachers' Association, selected our officers, and adopted rules and regulations to govern the Association. The Association is to meet in different portions of the county during the school year, so that all teachers may have one or more opportunities of attending, hearing, and discussing the best methods of teaching, &c. We have now twenty-eight members of our Association, and during our Institute we had several able and interesting lectures upon the best way and means of teaching and promoting the interest of Common Schools.

During the coming fall and winter we hope to make our Association profitable in affording Normal instruction to the teachers, and promoting the cause of education throughout the county.

We have a good school going on in Whitesburg, conducted by Professor T. H. Mason; and as soon as the Common Schools are taught, many of the teachers will return to school here so as to better qualify themselves for teaching hereafter. All in all, we have great reasons to feel encouraged at the educational prospects of the county.

Schools have commenced in a majority of the districts, and, as far as I can learn, are well attended.

JAS. E. SARVER, *Com'r.*

LINCOLN.

The Common School Commissioners report that the schools for the last year have been better than in preceding years. The teachers have been better qualified, and Trustees have taken more interest in the schools. But the three great wants are—more money, better teachers, and better Trustees.

S. S. McROBERTS, *Com'r.*

MADISON.

We held this year the most successful Institute ever held in the county. We had between thirty and forty teachers present, and I think when the object of Institutes becomes more generally understood by teachers, they will all attend. Our Institute was under the management of H. A. Smith, assisted by Mr. Grehan and Mr. Breckinridge, of Fayette, and many other very eminent educators. It was held in Kirksville, in this county, July 14th, and continued four days.

I think an interest was there awakened in the cause of education that will long be felt in this county. I have visited during the present year every part of this county. The Common Schools of this county are not what they should be by any means. The school-houses, with a very few exceptions, are of the worst kind, with hardly any furniture, and some districts have no school-houses at all. The teachers in many instances are very inferior. A great many of them have been hired without regard to qualification—the Trustees generally making it a point to hire the one who would teach for the least money; so it will be seen that our immediate wants are good school-houses. If we had them, I believe we would soon have good teachers. I have endeavored in my visits to various parts of the county to arouse an interest in the subject of Common Schools, and I am convinced that my labors have not been altogether without effect. The people almost everywhere are promising to build good school-houses as soon as we are done redistricting the county. I shall try this fall to have lectures delivered on the subject of education in different parts of the county.

JOHN D. HAMILTON, *Com'r.*

MARSHALL.

Our County Teachers' Institute was held on the 16th to 19th. There were thirty-three teachers in attendance. All seemed greatly interested. For the first it was quite a success. I think the teachers all went away much better qualified to teach than they were when they came. I think we have a better qualified set of teachers this year than we have ever had before. And I hope and believe we will be able to report a larger attendance this year than we have at any time previous.

W. A. HOLLAND, *Com'r.*

MARTIN.

All the districts in my county except one had schools taught. My predecessor, Mr. Dempsey, had a Teachers' Institute taught last year, commencing September 30th, in which many of our citizens took a lively interest. There were fourteen teachers in attendance, all of whom manifested greater eagerness to improve themselves in the art of teaching. The Institute was taught by Prof. B. T. Taylor. I think much good results from Teachers' Institutes. It inspires the teachers with great energy, and causes them to esteem their calling.

Institutes should be taught two weeks, and all the teachers compelled to attend. We will have an Institute this year, commencing the 28th of July. We have about half of our school houses finished, and I think by the first of November we will have common log school-houses in most all of the districts. Owing to our county being very thinly settled, it is not possible to have good schools in many parts of it. Some of the districts cover an area of six or eight miles square, and yet have not children enough to have a school, though the greatest hindrance to the progress of education in this county is the indifference of parents, which is a great deal owing to the lack of good teachers. I hear a great many of the School Commissioners complaining of the indifference of parents, and recommending compulsory laws. Now I am of opinion if we had a corps of well-trained, active teachers, working among the people a year or two, that that complaint would cease. I think, taking every thing into consideration, that the citizens of my county are taking a great deal more interest in the cause of education than they have heretofore. I think one Trustee is enough.

J. MADISON STEPP, *Com'r.*

MCCRACKEN.

The Common School interest in this county is growing year by year, although as yet it is far from being what it should be. Under the active and prudent guardianship of my predecessors, the people of McCracken county have begun to realize the fact that they can have good schools at home, and that they are not under the necessity of sending their sons and daughters away to obtain a fair education. What we greatly need are better school-houses and teachers, who are professional educators; houses that shall be an honor to, and the pride of, the district; and teachers whose whole minds and hearts are directed and dedicated to the educational welfare of our county.

In order to secure good schools, we must have good teachers; and in order to secure good teachers, we must pay them good wages. Then we could obtain professional educators, thoroughly qualified to assume the grave responsibilities of a teacher. Consequently I am for an increased compensation of teachers, and also for a higher standard of qualification to enable teachers to obtain certificates. With the exception of three districts, which have never been completely

organized, there was a five months' school taught in every district in McCracken county.

W. R. REID, *Com'r.*

McLEAN.

I think that there should be an additional tax of ten cents on the one hundred dollars. This would make a fund sufficient to hire a teacher in most of the school districts; and our School System will never work well until that is accomplished.

There should be elected one School Trustee for each district instead of three, and he should be paid a reasonable compensation for each school report he makes.

The Commissioner ought not to be required to visit school districts only when notified to do so by the Trustee.

J. W. BICKERS, *Com'r.*

MERCER.

I have not been able to secure anything like a complete report from the Trustees. I hope to be able, with one intelligent Trustee to a district, hereafter, to make a complete tabulated report. With the odious *rate bill* feature in our law, much of the money paid this county is *perverted* or *diverted* from its proper object.

There is a growing and healthy interest in this county manifested toward Common Schools. Not spasmodic, that manifests itself periodically about the time of holding the County Institute, but permanent, and that pervades the mass of the people. The Institute for this county was held. The public, as well as the teachers, took interest in its proceedings.

C. TERHUNE, *Com'r.*

METCALFE.

There has been but little change in the condition of our schools. Our people seem still to lack that energy necessary to carry to a successful terminus the great work of educating our rising generation. Some new energy is manifesting itself in building more and better school-houses, but there seems to be a general disagreement in some places to doing anything for the promotion of education further than we have. Our houses for school purposes are, in general, too small, and not well furnished. We are urging the building of good houses

and furnishing them with the necessities for accommodating teacher and pupil. Our teachers are of fair ability, who seem to take an interest in their work.

Let us have a law compelling parents to send to school, or to show a good reason for not having done so. It is useless to have schools, and take from the people their substance to keep them up, unless we can derive a benefit from them.

What is the aim of public schools? The public good; to moralize and enlighten our people more than they are; to enable them to govern in this free land with reason and justice. For on the intelligence of the masses depends the safety of our free institutions. In a word, our schools are a part of the machinery of our Government.

We force men into armies when our homes are in danger, why not force them to send their children to school, and save ourselves from the evils of war, by wise management of our international and other affairs of government?

Give us more money to build up and foster everything having for its end the well-being of our people.

J. W. COMPTON, *Com'r.*

MONROE.

We had fifty-three schools taught during the school year ending June 30, 1873; forty were of sessions of five months each, six of sessions of six months each, four of sessions of three months each, one of seven months, one of five and a half months, and one of five and three fourths months.

I visited all the schools during their sessions except three; found as much, if not more, interest on the part of people in their schools as at any time previous. I think the pupils in the various districts attended the schools more regular, during the past year, than heretofore. Some little improvement has been made on our school-houses during the past year; more greatly needed. Would the people were compelled to make good school-houses.

I had taught, during the second week in August last, a Teachers' Institute, at this place. There were nineteen teachers in attendance out of the fifty-three that were then teaching in the county; all were notified of the time and place of teaching the Institute. I regret exceedingly that they all were not in attendance. The Institute was conducted by Rev. L. A. Smithwick and W. S. Maxey, who, by their

skill and ability, made it quite a success. I do think there ought to be a law passed making all teachers of Common Schools bound to attend the Institutes, with a penalty annexed, upon their failure to do so, that they forfeit their certificate. The way the law now stands they take advantage of it, because there is no penalty. If I could, I should like to make all those come up that failed last year and enforce against them a fine for failing to attend; but the question is, can that be done? I think all ought to attend the Institute: if they cannot be compelled to do so, I think the whole thing ought to be cast away with. I hope, therefore, some steps will be taken to insure their attendance hereafter.

J. ROWAN LESLIE, *Com'r.*

MONTGOMERY.

I herewith send you my annual report. I was elected School Commissioner last November—the schools of this county were then being taught. I visited some of them, and believe the interest in Common Schools is increasing. Five districts in this county had no schools last year. I hope to succeed in getting up a school in each district this year. I find there is a desire to have a school taught in each district.

One trouble in the county is, our districts are too small, and our county has not been provided with good school houses; but in those districts where they have been in want of good and comfortable school houses the people are beginning to improve. We have a better class of teachers this year than those of any previous year.

We held a Teachers' Institute at Mt. Sterling, from the 4th to the 7th of August inclusive. Nineteen registered as in attendance, and many took part who were not registered. It was a success.

We expect to have a Teachers' Association in this county, to meet once in each month.

E. E. GARRETT, *Com'r.*

MORGAN.

For a few years past the educational interest has been gradually increasing. Our people, to a considerable extent, have awakened to a sense of their duty, and have overcome that apathy which has prevailed, and now the general tone is decidedly favorable.

The increased educational interest is quite perceptible in every district in the county. The greatest barrier to school interest in this region is the lack of competent teachers; however, this barrier is being rapidly removed, as our teachers are generally making efforts to qualify themselves for their high and honorable calling.

I am satisfied that this county will have a better corps of teachers for the present school year than we have had heretofore.

Schools were taught in every district in the county during the school year ending June 30th, 1873. I visited each district during the progress of school, and, with a few exceptions, the schools were well conducted.

The Teachers' Institute for this county will be held at this place (West Liberty), commencing on the 18th and closing on the 2d August. I think the teachers will generally be in attendance. I am of opinion the school law should compel their attendance until district certificates are obtained.

T. J. HENRY, *Com'r.*

NICHOLAS.

Schools of the county, as a general thing, are now in operation, and have been taught through the months of July and August. The Institute, held by myself from 18th to 22d August, was well attended, and teachers of the county responded to their duty very well. The Normal school that will open in Carlisle September 2d will certainly be of great advantage to us. Prof. Vance, of that institution, has proven himself a valuable worker in the cause. The teachers of our State have never had such an opportunity for preparing themselves as is now offered by the Professor.

I. M. CHISM, *Com'r.*

OHIO.

The schools of the county were better generally than those of any previous year. The "gate bill" has had the effect to lessen the attendance.

Institute held in August—14th to 28th. Attendance about forty-five teachers. At the examination this year I see a decided improvement in the teachers.

W. F. GREGORY, *Com'r.*

OLDHAM.

In some districts the people seem to be awakened upon the subject of education, but a majority manifest but little interest, only so far as to secure the public money.

About two fifths of the districts in this county have very good houses, but the other three fifths are very deficient in this respect, some of them being altogether untenable in cold weather.

There is a great lack of uniformity in text-books—half a dozen authors upon the same subject being represented in nearly every school—and a teacher, to be successful under such circumstances, must be a “complete encyclopedia of knowledge.”

I visited nearly all the districts while their schools were in session, and found some very efficient teachers. The Brownsboro Academy, under the management of Prof. Theo. Cowherd, is a very superior school. It extends through two terms, one of which is under the auspices of the Common School System. There is a similar school at Lagrange conducted by Prof. Wm. R. Ward. I would do violence to my feelings if I were to fail to acknowledge the superior merit of Prof. J. W. Kiddoo, who taught the Common Schools in districts Nos. 1 and 2. Prof. Kiddoo is a “live man,” of sterling worth, and a model teacher.

I have endeavored to raise the standard of teachers; but there are some districts that will not pay enough to compensate a first-class teacher; consequently, if they have schools at all, the examiners are compelled to give certificates to persons very deficient.

I anticipated holding a Teachers' Institute this summer, but upon conferring with the teachers I found but little disposition to assist in the work of an Institute. I think that a majority of the teachers would attend one if we had competent men to conduct it; but we cannot expect such men to pay their own expenses, and there being no allowance made in this county for defraying the expenses of an Institute, I did not feel like risking its success upon such meagre provisions.

W. H. SLATER, *Com'r.*

[NOTE BY SUPERINTENDENT.—The law requires an Institute to be held. Try it next summer, and I will see that you have sufficient aid.]

OWSLEY.

The schools in this county are in a more prosperous condition than the preceding year. The law requiring good school-houses in the

Eighth and Ninth Congressional Districts has a good effect. Most of the districts have very comfortable school-houses, and several others are in a state of erection. There is a great want of proper interest for schools and education among the parents. This may partly arise from the lack of well qualified and influential teachers. The Board of Examiners, from necessity, have to grant certificates to some teachers who are not qualified, that there may be a school in each district. The qualifications of teachers are improving.

The first Teachers' Institute ever held in this county was in July, 1872. I procured the services of Prof. T. H. Mason to conduct the exercises. It had a charming effect, and gave general satisfaction. A majority of the teachers were present. I visited all the districts during the session—some two and three times; delivered addresses at most of them. The schools are in a more prosperous condition than ever before; the interest increasing. I have used my utmost endeavors to procure the services of an able and efficient teacher in the county, partly as a Normal Training School, that we may have better qualified teachers in the future. The arrangements are consummated for a High School at Booneville. The Board of Examiners will make qualification a test for certificates in the future.

We recommend a law making it compulsory on teachers to attend the Institute; and on failing to attend, without a reasonable excuse, forfeit their certificates; also recommend a law authorizing the levy of a district tax for the support of schools.

H. C. HOGG, *Com'r.*

PERRY.

A school is being taught in each district in the county. There is more interest manifested in the schools by the people, and, consequently, we are having a much fuller attendance than ever before. The number and quality of the books in request show that an increased interest is being felt in matters pertaining to education. The quality and capacity of the various teachers exhibit a marked improvement over former years; and, generally speaking, I think our county has at last awakened to the importance of a thorough education of her children.

A Teachers' Institute has been held the past week at Hazzard, with, I think, a great deal of benefit to the teachers in attendance, twenty-five being the number. We think it would be right and ex-

judicial that a compulsory law should be passed for the purpose of securing a full Institute, as well as full school-houses. An Association was also organized, and great interest manifested in the debates, which were participated in by all the teachers present. Our school-houses also, with few exceptions, are being rebuilt and repaired, and I think will be rendered very comfortable before cold weather.

Taking all things into consideration, we are very much gratified with the progress being made, and think that a new era has at last dawned upon the educational interests of our people.

E. C. CORNITT, *Com'r.*

PIKE.

All the schools taught—eighty in number. The average number at school is higher than any previous year. All the districts visited, and most of them while the schools were in session. Delivered seventy-one lectures on moral training, rules and regulations. Favor compulsory education upon the ground that “the children are most vitally interested, and the government to a large extent, as well as society.” We have had about fifty new school-houses completed, and probably twenty or twenty five are being built, and by August or September will be completed. There is great improvement in school-houses in my county, and we need more. There is a growing interest in self-improvement. Many of the teachers went to school last year after the term of the free school was out, and will do likewise the present year.

The examination of teachers for certificates I have caused to be much more rigid than heretofore.

Had an Institute held for five days, and was conducted by Hon. O. C. Howles and my Examiners, R. L. Jackson and J. S. Kelley, which was a complete success; fifty-odd teachers in attendance. Much good resulted. My Institute opens on Monday, August 11th, 1873, for the year ending June 30th, 1874.

THOS. O. MARRS, *Com'r.*

POWELL.

Teachers' Institute held in Stanton, commencing Tuesday, September 2d, continuing three days; conducted by Prof. A. S. Loventhal, of Mercer. About two thirds of the teachers attended the Institute;

but all who did attend were profited. Hope the new law provides that the teacher *shall* attend.

J. S. VIVION, *Com'r.*

PULASKI.

It gives me pleasure to report the present improved condition of school-houses compared with any previous year—nineteen (19) new ones having been built within the past year, and substantial repairs made on perhaps some fifty (50) more.

A growing interest in the cause of education is manifesting itself throughout our county, and a disposition on the part of teachers to better qualify themselves to perform, in a creditable and useful manner, the duties of their profession. A good number of them will go to school after the expiration of their present term. On the whole, we feel safe in saying that our standard of teachers and teaching is very much improved, and tending upward.

Our "Institute" exercises were largely attended by the teachers. About ninety (90) were in constant attendance during the five days of its session, and were very much interested with the exercises, which were of a more than usual interesting character. We think this enterprise has had more to do in exciting a lively interest in everything pertaining to education than anything hitherto resorted to. We regret exceedingly the small attendance of pupils, compared with the number of children reported, and earnestly favor a system of "compulsory education."

We are fearful that the reduction of the School Fund will have a damaging effect on the school interests of the county.

J. M. BARNETT, *Com'r.*

ROBERTSON.

The most pressing want in this county is good comfortable houses. The people are taking greater interest in the cause of education than heretofore, and a better class are offering their services as teachers; and there seems to be considerable emulation among them as to who shall have the best conducted school. Our County Institute was held the fourth week in July, by Judge O. S. Denning, Mr. C. N. Buckler, and myself. It was very well attended, and I think did much for the cause in our county.

JOHN C. KILGOUR, *Com'r.*

ROWAN.

I can report improvement in the condition of the Common Schools of this county. The examination of teachers for certificates I have caused to be much more rigid than heretofore. Had an Institute held for one week, with attendance of about half the teachers of the county. Have caused a County Teachers' Association to be held once a month, for the instruction of the teachers of the county. I think if the districts' boundaries were permanently fixed, and changeable only by action of the Legislature, it would be to the interest of the Common School System. Some difficulty in establishing a uniformity of text-books, which I deem very essential.

C. F. KASH, *Com'r.*

SHELBY.

There have been schools taught in all the districts in the county, and, in most instances, by competent and well qualified teachers; but the Trustees are generally inactive about everything except making reports to draw the pro rata share of their money. I have visited quite a number of the districts while the schools were in session, and they were all in good condition, particular attention being paid to rules of mathematics and of grammar—the two most important studies in our Common Schools.

I regret exceedingly the failure of the teachers of the county to attend the Institute that I wanted to hold in August last. There were but two or three present at any time, and we adjourned hoping to meet some time this fall, and then I will try and compel the attendance of every teacher in the county.

The schools are now opening for this year with good teachers, and the prospect is very flattering in every district for a good school.

C. J. HINKLE, *Com'r.*

SPENCER.

There is very little interest manifested by the Trustees of the Common School; it is almost impossible to get them to discharge their duties, either in making the necessary reports or anything else. I believe that one Trustee appointed in a district, and *paid* for his service, would be much more effective than the present system.

During the present year I intend to organize a Teachers' Institute in the county, and make every effort to create a greater interest in the minds of the people in Common School education.

JOS. L. DAVIS, *Com'r.*

TAYLOR.

Our schools are improving yearly. The class of teachers is superior to any we have hitherto had. The Institutes are the best methods of improving teachers, and of exciting an interest on the subject of education among the people. The great trouble is in getting the teachers to attend, and this arises from the fact that they do not generally understand the objects and benefits of the same. When my teachers found out that they were not simply to run the gauntlet and be slaughtered, but to engage in pleasing and improving exercises, and to be *taught* how to *teach* by those experienced, they were willing to attend.

We had a very profitable and interesting Institute this year, conducted by Prof. Loventhal, of Mercer county, at your instance. Such exercises in each county will soon elevate the standard of education far above what it has ever been in the State; and I think the Legislature ought to make such appropriations as will enable the Superintendent to have Institutes or Normal Schools held at such places as all the teachers of the State can take the benefit of them, and continuing three or four weeks at a place. From visitations made, which were few (owing to the unfortunate circumstances in which I was placed), I will say that our greatest wants are good school-houses; greater improvement in the qualifications of teachers; and among our people more enthusiasm on the subject of education—such as will make them willing to pay to ladies and gentlemen what their services are worth, and enough to interest them and cause them to qualify, and not simply to drag through the session for the pittance that many of them now receive.

D. G. MITCHELL, *Com'r.*

TODD.

Schools have been taught in all the districts except two. A large majority of the districts depend entirely upon the public funds to pay for the five months during which the Common School is taught. The popular School System grows in favor with our people. I therefore

think that the desideratum is money enough to command good teaching talent.

W. E. MOBLEY, *Com'r.*

TRIGG.

I have visited every portion of the county, and delivered twenty addresses, and think the majority are becoming more interested in the subject of education than heretofore.

A majority of the districts need better school-rooms. The county ought to be redistricted. The greatest difficulty has been and is to get the people to send their children. I know of no remedy that would be as efficacious as compulsion, and I think that a majority of the Trustees favor it.

We need better teachers—men who expect to follow it as an avocation. Now a majority of the persons in this county engaged in teaching have adopted teaching *pro tem*. Another objection that many have to engaging in teaching is, that the claims for teaching are not paid promptly. The Legislature should remedy the evil forthwith.

I held a Teachers' Institute here (Cadiz) the 7th and 8th of August, and expect a general attendance.

ROBERT CRENSHAW, *Com'r.*

UNION.

Visited a greater portion of the schools and found them progressing as favorably as could have been expected under the circumstances. Many of the houses are indifferent, seats uncomfortable, and many things wanting to give free action to the mind and health and comfort to the body. I found a higher grade of teachers than have heretofore taught in the county, many of whom are well qualified for their profession.

The greatest fault is with the patrons, whose torpid indifference is harder to overcome than the stupidity of the dullest scholars. If a feeling is awakened at all, it is only to oppose measures calculated to inure to the benefit of their children and harmony of the schools.

Compulsion is rather objectionable and inconsistent with the genius of a free government; yet I verily believe that the only way that our School System can be made a perfect success will be to adopt such measures as will give to the State *absolute* control in educational matters. Here we have one of the richest counties in the State; the wealth is more equally distributed among her citizens, and yet out

of three thousand eight hundred and forty-five pupils reported, only an average of one thousand one hundred and three attend school, and that very irregularly; and the report shows that as few as four hundred and twenty have been in attendance. The break-neck speed to accumulate leaves fast in the mud the slow coach of education. Union county is not an exception, there are many that show the same want of interest. However, in justice to my county, I will say that a greater interest is manifested now than at any former period. Better prices are paid teachers, and, as a consequence, more competent ones are employed.

A Teachers' Institute, under the management of Col. Austin, was held at this place (Morganfield) on the 30th and 31st of July. We could do but little more than organize, as it was the first effort of the kind. I think the object a good one, as it drills the teachers and protects them from an inferior class who resort to teaching like some do to the law, after making a splendid failure at everything else. Hon. I. A. Spalding addressed the Institute in a manner well calculated to inspire the teachers with a high idea of the dignity and usefulness of their calling.

J. W. MARSHALL, *Com'r.*

WARREN.

All the schools visited. Schools were taught in all the districts except one, which has no school-house, and very few children. Teachers should be compelled to attend the Institute. Schools in a healthy and prosperous condition.

T. J. SMITH, *Com'r.*

WAYNE.

We need some legislative act requiring good school-houses to be built. Most of the houses in use are of a very poor character, and many of them are in rather a dilapidated condition. There is some room for improvement in educational interests. Trustees, in some instances, neglect their duties, which require them to encourage parents to send their children to school.

R. BURNETT, *Com'r.*

WEBSTER.

Had an interesting session of the Institute. It was conducted by Prof. J. E. Hains, of Hartford, Ky. We had thirty-four in attend-

ance. I find we yet have a lack of competent teachers, though we have a good many preparing for the work as fast as they can; and I hope we will soon have a good supply. The people seem to be waking up to the interest of education. Most of our districts are calling for first-class teachers.

R. K. THORNBERRY, *Com'r.*

WOLFE.

We have increased interest in Common Schools as compared with the past. The prospects of Common Schools are decidedly encouraging, which clearly indicates that we are to have at no remote period that class of schools which have been so long needed in our county. Having been stimulated by a desire to see this change, I have given the duties of my office more attention than compensation derived from it would justify. I have visited nearly every district, and some of them several times, delivering lectures in every school. Improvement in Teachers' Institute; most of the teachers attended; teachers and patrons co-operating; "happy outlook;" in a short time will have a full supply of competent instructors.

Prof. B. T. Taylor, of Hazel Green, is working courageously for the advancement of education in all the mountain counties; is doing a good work. He will begin a Normal Training School at Hazel Green (Wolfe county) January 1st, 1874, and continue two months. He will have quite a number of teachers in attendance from Wolfe and adjoining counties. Have good school-houses in most districts, and schools in every district. The indifference of parents to the benefits of education constitutes the greatest evil with which we have to contend. How we can secure the regular attendance of the children, and impress upon the parents their duty, is a question of no small import. Suggests compulsory attendance of pupils; favors uniformity of text-books; favors compulsory use of books recommended by the State Board of Education.

Prof. B. T. Taylor will deliver educational addresses in all the districts in this county during the month of September.

A. C. BYRD, *Com'r.*

FAYETTE.

I deem it more profitable to speak of what the School System needs than of what it already has. The value of a school depends upon

the equivalent which the teacher is capable of rendering to his patrons. Then the real question with me is, how shall we better qualify the teachers already in the field, and, also, furnish substitutes for those who break ranks from year to year? I do not assume that this query covers the whole ground. I simply mean to confine myself to this *one*, because, during a very extensive intercourse with educators, especially for the last four years, I have heard it discussed only incidentally. To speak in generic terms, the father, the mother, and the child (not square miles, nor artificial boundaries), constitute the State. The father legislates for the child, and is presumed to project the wisdom and progress of the past into the future. Where this is not done, "Father, forgive them, they know not what they do." A people is elevated by practical work, not by refined speculation. A well-executed picture is a more eloquent evangelist for the heathen than the most classic glossary of the acutest theologian. Work! practical school work, is the word. The symbol for the eye, and intelligent instruction to the understanding in the form of systematic drill, embrace the whole theory and practice of teaching. Secure this drill first for the teacher; let him carry it into the school-room, and the problem of popular education is settled. But where and how begin the work to accomplish this result? Instead of waiting for some imaginary somebody—Legislature, Board of Education, school committee, or Commissioner—every parent must learn to make sacrifices to help his child; every district must learn to help itself; and the local agencies thus evolved must culminate in County Associations for mutual encouragement and instruction. These county meetings should be held two Saturdays in each month. In addition to this, each county may be divided into local Institute divisions, each embracing from five to ten districts, according to the size of the county. Let the Commissioner dismiss all the schools except the central one in the division, and allow all the teachers to attend the session of that school until noon, and in the afternoon organize into an Institute for demonstrative work. This honest, self-sacrificing individual effort on the part of patrons, Trustees, and teachers, would be a guarantee to the Legislature of an earnest desire for improvement; and the Superintendent of Public Instruction might approach them with the truthful assurance that the time has arrived for a comprehensive policy in reference to education.

In the absence of one grand Normal University, or of four Normal Colleges, scattered judiciously over the State, there is a simple and

comparatively inexpensive expedient that might be resorted to for the better qualification of teachers. In twenty-two (22) counties along the Ohio river the per centage of illiteracy ranges from four (4) to twenty-four (24) per cent. In twenty-seven (27) counties, from the Big Sandy around the Cumberland Mountains, and down the Cumberland river, the per centage of illiteracy is from seventeen (17) to fifty-six (56) per cent. The people in the last named tier of counties are not able to supplement the public fund with private subscriptions, and thus secure a better order of teaching talent, which is the cause of the difference in the per centage of illiteracy. Now, the expedient referred to above is this: I would have the Legislature place a fund at the disposal of the Superintendent, sufficient to enable him to send one or two good Institute workers to help the teachers in these, or in other counties of the State, any week in the year. The per centage of illiteracy in Fayette, Madison, Clark, Bourbon, Woodford, Jessamine, and Garrard, is as low as that in the mountains, not from the want of ability to supplement the public fund, and thus secure better teachers, but from the more fatal policy of paying more to private select schools than would remove the reproach of illiteracy from the entire population, under a well regulated system of public schools.

Having been connected with Institutes from the very first in the State till now, I must leave a judgment of their value to be expressed by others. I take it as a high tribute to their worth to receive the permission of every Professor in Kentucky University that I had time to see, every Principal of a High School, and every teacher of a private school in Lexington, to put him on duty at our last Institute. The agreed policy of the Institute was to put forward as many of our young teachers as possible, and it was exceedingly gratifying to the old corps, and to the Professors, to find that it was seldom necessary to call upon the reserves.

The examination of teachers for the schools of the county develops an increase of eleven (11) per cent. in the general average over that of last year. The matter submitted was also more critical. This increased strength is purely local, and without importation.

The city of Lexington is also shaking the dust off her feet. Jas. O. Harrison, who, twenty years ago, did so much for the schools of Lexington, has been recalled to superintend them. He is using his best efforts, not only to restore them to their former usefulness and re-

spectability, but to modernize and render them every way worthy of public confidence and patronage.

I think the friends of education have great reason to rejoice over the summer's campaign. Superintendent and teachers all over the State at their posts, rallying, teaching, organizing! The combined heraldry of a better day.

There is no act of the Legislature of more cheering import to the cause of education than that looking to uniformity in text-books. It is high time that the friends of education in the State should raise their voices against the infamous usurpation and plunder of the people by a senseless change and revision of books. The author of every book adopted should guarantee that the text would not be changed or revised for at least ten years. If the books are as strong as the authors claim, and as the ponderous testimonials of *eminent educators* indicate, consistency demands an extension of such a guarantee till the judgment day. I have made the subject of uniformity in text-books a speciality for two years, and had fondly hoped that I could be useful, not only in Fayette county, but elsewhere in the State, in stopping an inhuman traffic in the intellect of our children. The embargo which diversity of school-books sets up in the way of educating indigent children has appealed to my heart, not only as a teacher of long standing, but as Common School Commissioner. Publishing houses should be in the power of the people—not the people in their power. I regret that absence from the county at the time prevented me from co-operating with the superintendent of schools in Lexington in submitting an ultimatum to publishing houses, and thus make Fayette county and Lexington a unit in an economic selection of books.

B. N. GREHAN, *Com'r.*

[NOTE BY SUPERINTENDENT.—The above communication came too late for its alphabetical place.]

ANALYSIS OF THE DUTIES OF COMMISSIONERS UNDER THE NEW LAW.

1. He must be legally in office. The Commissioner must be elected by the presiding judge and justices of the peace, at the court of claims, to be held in the county in the year 1873, and every two years thereafter. If the court of claims, at the proper time, should fail to elect, the incumbent remains in office until the next annual meeting. The court of claims has the right, at any regular session,

to remove a Commissioner for inability, habitual neglect of duty, or malfeasance in office. When it removes it must elect a successor. In cases of contested election, the Superintendent has the right to recognize a Commissioner from among the litigants. For buying a teacher's claim at a discount, the Superintendent shall remove a Commissioner from office and appoint his successor. Should a Commissioner die, remove, resign, or be unable to act, the presiding judge must appoint a successor, to remain in office until the next annual session of the court of claims.

The Commissioner must be *qualified* in the following particulars: (1.) He must be possessed of good moral character. (2.) He must be possessed of ability to manage the Common School interests of the county efficiently. (3.) He must possess a good English education. (4.) He must be competent to examine teachers who shall apply to teach the Common Schools in the county, and to correctly certify the same. (5.) He must *not* be a county judge or a justice of the peace.

2. *He must qualify.* He must take the oath of office, and give bond with sufficient security, and the county clerk must immediately certify the Superintendent of Public Instruction of election and the Commissioner's covenant.

3. He has power to lay off, alter, or abolish districts. He must visit, once a year, each district *school*, and inquire into and direct the operations of the School System, and promote, by addresses or otherwise, the cause of Common School education.

4. He must report the census of pupil children to the Superintendent. If reports are not received by May 10th, he may appoint a census-taker of the delinquent district, and pay for the service out of the apportionment of that district for the ensuing year.

5. At the times prescribed in the law, he must report to the Superintendent the districts in which schools have been taught for a full session, and for a half session, in order to draw pay for the same.

6. He may administer oaths in matters relating to Common Schools.

7. He must keep records as prescribed in article 5, section 10.

8. His seal or scroll stands in lieu of a corporate seal.

9. In case of any gift, devise, or donation, see article 5, section 12.

10. Must settle accounts with the county judge on or before September 1, and send copy of same, certified by clerk of the county court, to the Superintendent. As for what it shall include, penalty of neglect, etc., see article 5, section 13.

11. He must be in his office, at the county seat, to receive reports, as detailed in article 5, section 14.

12. Duty as to oath of Trustees, names, districts, and post-office, and notices prescribed in article 5, section 15.

13. What his official report to Superintendent must show, and when to be made, is set forth in article 5, section 16.

14. The penalty for false reports is included in article 5, section 17.

15. He may remove teacher or Trustee for certain causes. How vacancy is to be filled. (See article 5, section 18.)

16. His duty with reference to applicants to teach. (See article 5, section 19.)

17. His duty to decide questions, and appeals to State Board of Education, and to what he is to conform. (See article 5, section 20.)

18. How he may recognize a Trustee in a contested election. (See article 5, section 21.)

19. Must pay teacher direct.

20. If he defaults or absconds, the Governor can offer a reward for his arrest.

21. He must return all surplus funds in any district to the State Treasury.

22. The county judge must audit his account for services. Dates for, see article 1, section 2.

23. In case of change of Commissioners during the school year, the county judge makes the apportionment to each.

24. When money is raised by a district tax, must be paid to Commissioner by sheriff; he is responsible on his bond, and to be paid out on the order of a Trustee. (See article 2, sections 4 and 5.)

25. How Trustees are to make settlements with Commissioners for district taxes. (See article 2, section 6.)

26. What the Commissioner is to report to the Superintendent connected with district taxation. (See article 2, section 7.)

27. It is the duty of the Superintendent to report neglect, and any misappropriation of funds by any Commissioner, to the judge of his county.

28. A Commissioner cannot change a boundary after a census has been taken of a district. If he proposes to enlarge any district, he must give written notice to the Trustees of other districts to be affected thereby. He must keep a description, by number and boundary, of each district.

29. Where convenience requires, how he may agree with the Commissioner of another county to lay off a district composed of parts of two counties. (See article 6, section 4.)

30. When the Trustees of two adjoining districts agree with regard to the teaching of a pupil reported in another district than the one in which it is taught, the Trustee of the district in which the children were reported must notify the Commissioner, and he shall deduct the tuition fees and pay them over to the teacher in the district in which they are taught.

31. Cities and towns organized as one district must report census to Commissioner. He has no control over such districts.

32. When a Trustee locates a school-house, two thirds of the electors may appeal to the Commissioner, whose decision in the case is final.

33. Under certain circumstances he may condemn a school-house. (See article 7, section 8.)

34. The reports of Trustees must be made to the Commissioner. (See article 7, section 15.)

35. For what he may remove a Trustee from office. (See article 7, section 19.)

36. He must appoint two well educated and competent persons, who, together with himself, shall examine teachers for certificates. Examiners must take oath of office. (See article 8, section 2.)

37. May require teachers to keep a register, and the penalty he may inflict if they do not report. (See article 8, section 4.)

38. He, in conjunction with his County Board of Examiners, must select from the list of text-books prescribed by the State Board of Education a uniform series of text-books, to be in use two years. This duty should be performed prior to the opening of the school year. (See article 8, section 8.)

39. He must hold annually, during the months of July and August, a Teachers' Institute; must revoke the certificate of any teacher who may fail to render a satisfactory excuse for non-attendance upon the Institute; must be present at the Institute, &c.; must make report of to Superintendent; may unite with other counties. (See article 9.)

CALENDAR FOR COMMISSIONERS UNDER NEW LAW.

1. Surplus in any district to be returned to the State Treasury on or before January 1, in each year.

2. Dates for reporting schools half and entirely taught out, November 15th, February 15th, May 15th, July 1st.

3. County judges to audit accounts of Commissioners for services rendered between January 1st and 20th, and July 1st and 20th.

4. Trustees to make settlement with the Commissioner, for amount of district tax, within thirty days after the termination of a school year.

5. Commissioners elected by the court of claims every two years.

6. Must make census report on or before June 1. Can wait only until 10th of May for the Trustee to report, and then may appoint a suitable person to take the census.

7. Must make settlements of his accounts, and forward copy to Superintendent, on or before September 1.

8. Must attend at his office at the county seat, to receive reports of Trustees, on the first Saturday in November, February, May, and July.

9. Must attend at his office to administer the oath of office to Trustees, register their names, number of district, and post-office, the second Friday in July.

10. Must make official statistical report to Superintendent on or before September 1.

11. When he goes out of office, must deliver property, books, etc., to his successor, within ten days thereafter.

12. Must make any changes in the boundary of a school district *previous* to taking the census.

13. Board of Examiners convene for the examination of teachers applying for certificates on the third and fourth Saturdays in July and August, and in December and January.

14. Uniform series of text-books to be selected by Examiners *previous* to the beginning of the school year.

15. Must hold Institute during the months of July and August; must report said Institute to Superintendent September 1.

REVISED TABLE FOR COMMISSIONERS' ANNUAL REPORTS.

If Commissioners will carefully study and follow the succeeding "model," and the appended "Directory of Rules," they cannot well be led astray in making up complete and finished reports for succeeding years—a result most ardently desired at the Superintendent's office, and of great importance and value to our Common School interests.

ANNUAL REPORT OF THE COMMON SCHOOL COMMISSIONER TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Number of districts making census reports.	Districts in which schools were taught.	Number of pupil children reported in the census of the districts.	Total number of months the free school was taught.	The highest number of pupils at school.	The lowest number of pupils at school.	The average number of pupils at school.	Total cost of tuition for each pupil in average attendance for the full session of the free school.	Cost of tuition of each pupil in average attendance per month.	Number of private schools, academies, or colleges.	Number of months the private school, academy, or college was taught.	Number of male teachers employed in common school.	Number of female teachers employed in common school.	Total number of teachers employed in common school.	Wages of male teachers per month.	Wages of female teachers per month.
1	1	75	5	38	15	28	\$8 37	\$1 67	1	3	1	1	1	\$16 87	\$26 93
2	2	42	5	32	12	22	6 12	1 22	1	10	1	1	1	31 93	31 93
3	3	50	3	38	17	31	6 10	2 06	1	10	1	1	2	21 85	27 83
4	4	39	7	29	8	19	8 05	1 15	1	10	1	1	1	28 75	20 74
5	5	41	5	35	13	25	5 72	1 15	1	4	1	1	1	38 34	100 00
6	6	53	7	27	11	23	7 23	1 21	1	10	1	2	3	77 39	37 29
7	7	61	6	27	11	23	6 11	1 22	1	10	1	1	1	37 29	37 29
8	8	48	5	19	5	17	9 11	1 22	1	10	1	1	1	37 29	37 29
9	9	48	5	19	5	17	9 11	1 22	1	10	1	1	1	37 29	37 29
10	10	50	3	32	10	27	4 27	1 42	1	10	1	1	1	37 29	37 29
11	11	35	10	102	43	81	21 85	2 17	1	10	1	2	3	37 29	37 29
12	12	270	5	41	16	33	5 63	1 13	1	10	1	1	1	37 29	37 29
13	13	85	54	393	150	306	\$7 95	\$1 45	5	5 4-5	7	6	13	\$40 34	\$34 57
14	14	85	54	393	150	306	\$7 95	\$1 45	5	5 4-5	7	6	13	\$40 34	\$34 57
15	15	849	54	393	150	306	\$7 95	\$1 45	5	5 4-5	7	6	13	\$40 34	\$34 57
16	16	849	54	393	150	306	\$7 95	\$1 45	5	5 4-5	7	6	13	\$40 34	\$34 57

ANNUAL REPORT—Continued.

17	18	19	20	21	22	23	24	25	26	27	28
Average wages of both male and female teachers per month.	School fund apportioned the district from the State.	Amount of money raised in the district by other means for common school purposes.	Total money furnished district for common school purposes.	Total money paid for tuition.	Amount of money expended for other purposes than tuition.	And for what expended.	Number of school-houses.	Kind of school-houses.	Value of school-house property and grounds.	New school-houses built during the year.	Value of new school-houses built.
\$66 87 26 93	\$173 20 100 00	\$120 05 576 25	\$293 25 676 25	\$234 36 134 65	\$58 89 541 60	Furnishing seats and fuel. B'ld'g fr'me house & furnishing.	1 1	Log. Frame.	\$100 700	1	\$700
21 93 21 85 28 75 27 85 20 74	91 20 95 75 121 37 142 50 110 70	187 20 57 20 31 40 45 00 203 00	278 40 152 95 152 77 187 50 313 70	191 58 152 95 143 73 166 98 103 70	86 82 9 04 20 52 210 00	For seats, blackboards, and fuel. For fuel. Blackboard and fuel. Log-house and desks.	1 1 1	Rented room Log. Rented room Log.	50 50 75 10 300	1	300
38 34 59 13 37 29	80 00 531 70 186 45	35 02 1,330 25	115 02 1,911 95 186 45	115 02 1,773 90 186 45	138 05	Furnishing and keeping house.	1 1 1	Frame. Brick. Log.	400 3,000 80		
\$37 68	\$1,682 87	\$2,585 37	\$4,268 24	\$3,203 32	\$1,064 92		8		\$4,765	2	\$1,000

DIRECTORY OF RULES FOR THE GUIDANCE OF COMMISSIONERS IN
MAKING UP THEIR ANNUAL REPORTS.

1st. Fill the 1st column with the numbers of the districts embraced in the census report, and the 2d column with the numbers, in full, of districts in which schools were taught.

2d. In the 4th column put down the *full* number of months the *free* school was taught, whether the time runs over the limits of the legal session or not, and add all up and put the sum at the foot of the column.

3d. In 8th column, to obtain the "total cost per session" of the tuition of each pupil at school, divide the total amount of wages paid the teacher for the full session of the free school by the "average attendance" of pupils as set down in the column preceding it.

4th. In 9th column, to obtain the "cost per month" of each pupil in attendance, divide the total cost per session of each pupil in average attendance, as set down in 8th column, by the total number of months the free school was taught, as set down in 4th column.

5th. In columns 15, 16, and 17, to obtain the "wages of male, female, and average wages of teachers per month," divide the number of months the free school was taught into the full amount of wages paid the teacher for the session. This will include not only the amount of school fund apportioned the district, but also whatever may have been added to it from local subscriptions, assessments, or other means, and used to increase the teachers' wages.

6th. In column 19, the "amount of money raised in the district *by other means* for Common School purposes," is meant to include all that may be raised for increased tuitions, building, repairing, or furnishing school-house, or other school purposes.

7th. "Total money furnished district for Common School purposes," in column 20, is obtained by adding the amounts in columns 18 and 19 together.

8th. Subtracting "total money paid for tuition" in column 21, from "total money furnished district" in column 20, the balance, if any, gives "amount of money expended for other purposes than tuitions," in column 22.

9th. The Commissioner must be careful to place his figures in exact line and position, in their respective columns, in a neat, legible, and distinct manner. If he is an indifferent or unskilled penman, let him call in the aid of some one more expert. In a large

majority of the tabular reports sent in the figures are awkwardly or indistinctly made, or blotted and obscured in their places, or zig-zagged and jostled out of line in such a manner as to greatly annoy and retard the work of calculation. Place them plain and exact on their horizontal lines and in their perpendicular columns—units under their respective units, tens under their respective tens, dollars under dollars, and cents under cents; and do not fill up cypher marks and blank spaces with all sorts of pen-dashes to confuse your figures and deface your paper. Attention to these small matters will relieve the labor of the Superintendent's office, oblige the attaches, and cultivate a better business taste with the authors, and to their credit.

10th. The Commissioners should certainly be able to add up the columns of their respective reports, and give the aggregates at the foot of each. But this should be done with great care, and carefully looked over before the figures are set down. If the Commissioner is not an experienced and apt accountant, he should apply to some one who is, to revise his additions and assure their correctness. After all, let him put down the sums at the foot of columns in pencil marks, so that they can be erased without marring the page if found incorrect.

11th. The Commissioners should require the Trustees to complete and sign their annual report on the 15th day of February, the 15th day of May, or the 1st of July after their respective district schools are taught out, at the time they report the fact of the session full taught to draw the school fund apportioned their district. All the facts and data are fresh and at hand at that time, and the Trustees conveniently present. Afterwards, it will be difficult to get them all to return and make out their annual reports as they should.

12th. Commissioners are particularly requested to refer to subdivision of my annual report, entitled "Information and Decisions," whenever they wish a construction of the school laws, as thereby unnecessary correspondence may be prevented. I, however, solicit inquiries wherever doubt exists, and will cheerfully convey any information sought.

13th. The Commissioners should be able to close up all business by the 1st day of September after the close of the school year, and have their reports in the Superintendent's hands by the 10th day of September.

INFORMATION, DECISIONS, AND DIRECTIONS.

The following decisions of the State Board of Education, the Attorney General, and the Superintendent of Public Instruction, are given for the information of those intrusted with the administration of school affairs :

1. A surplus left over in a district must be returned to the State Treasury, to be placed to the credit of the county. The money can only be used to pay the teacher. Should the Trustees contract with a teacher for a less amount than is necessary to teach a five months' school, the surplus may be employed in extending the time of the district school for that year, but in no other way can it be legitimately used.

2. When the new school law goes into effect, the County Board of Examiners must select a uniform series of text-books from the catalogue recommended by the State Board, to remain in use two years. The rules and regulations for the government of schools are mandatory.

3. Commissioners, in making out their accounts, must remember that the law only allows for three items, viz : 1. Salary. 2. Number of scholars taught at three dollars each. 3. One per centum on amount disbursed. Due attention to this will prevent delay in receiving payment ; for many accounts have been, heretofore, sent back from this office for correction and the failure to itemize.

4. Children, other than those entitled to free tuition, may be admitted to the Common Schools with the consent of the Trustees and teacher, and on payment of such tuition fees as the same may require : *Provided*, That such admission does not over-crowd the school, or otherwise seriously impair its efficiency.

5. The Commissioner must decide all questions of policy in reference to the management of Common Schools in his county ; and, in case of dissent, an appeal should be sent up, in writing, to the Board of Education for final decision ; in which appeal the facts from both sides should be plainly stated. A letter to the Superintendent is not an appeal. The appeal must be directed to the State Board of Education. The Superintendent, acting in his capacity as such, has no power to decide against a Commissioner. He is *ex-officio* President of the State Board ; and for him to decide a question against a Commissioner would be to prejudge a case that may come before him while sitting in another capacity, as a member of a court of appeals.

6. A teacher must have a certificate from the County or State Board of Examiners to qualify him to teach a Common School. A teacher's certificate must be obtained *prior* to teaching the school. No money can be drawn for a school unless it has been taught by a "qualified teacher"—by which is meant one that has a certificate. The reason is obvious. The purpose of requiring a certificate is to be assured of the qualifications of the teacher in advance. He is not to practice on his pupils—keep one day ahead of his classes, and thus by going to school to himself fit himself to stand the ordeal of an examination, which he could not have stood at the beginning. Such a procedure is a fraud upon the district.

7. The amount of money due, or to become due, to a teacher of a Common School employed by the Trustees of a district, for that purpose, cannot be subjected to the debts of the teacher. The reason and policy of the law forbids it. Otherwise the State, which is entitled to the best talent and information to be had, might be seriously embarrassed in obtaining it.

8. A school month is twenty-two days of actual teaching. A teacher, however, attending his County Institute during the session of his school, does not lose the time if the Institute is held in July or August.

9. An election for school Trustee should be held at the school-house of the district. If there be no school-house, the Trustees should give notice of the time and place of holding the election to the voters of the district, at three or more prominent places in the district, posted for one month or more. There is no statute for this, but is simply advisory, that trouble may be avoided in cases where there is no school-house.

10. It is part of the official duty of a Commissioner to hold annually, and be present at, a Teachers' Institute.

11. A justice of the peace is not eligible to the office of Commissioner.

12. The presiding judge of the court of claims, in the election of a Commissioner, is entitled to a vote in common with the justices of the peace. In case of a tie, there is a failure to elect, the Commissioner in office holds over, under the law, until the time fixed for the next regular election.

13. It is the duty of a Commissioner to visit each school district of his county at least once a year, and promote the interests thereof in such manner as his judgment may deem best.

14. In the case of an absconding or defaulting Commissioner, the Trustees of each district must bring suit against the sureties for the amount due the district. Parties in such a case will save themselves considerable cost by promptly settling without the necessity of litigation.

15. Cities and towns desiring to establish graded schools, cannot do so for that year, after census has been reported. Such cities or towns must take the census thereof at the time the Trustees are required to do so, and report as one district, in order to enjoy the privilege the ensuing year.

16. In case a Commissioner of Common Schools employs a "suitable person to take the census" of children in a district in which the Trustees have failed to perform this duty, the Commissioner can legally draw upon the Treasury for the compensation agreed upon with such person, to be paid out of the school fund appropriated said district for the ensuing school year, provided no Common School is taught in said district.

17. A Commissioner can only be recognized by the Superintendent upon the certificate of election furnished by the clerk of the county court. Under the new law, the Superintendent has power to recognize a Commissioner from among litigants where there is a contested election.

18. In a county where two persons were candidates for the office of Commissioner, and the vote resulted in a tie, the county judge refused to cast the deciding vote, and adjourned the court from the regular term in November to December. One of the candidates, being the Commissioner in office, claimed to be the Commissioner, holding over under article four, section twenty-two, which provides: "In the event of a failure on the part of the court of claims to elect a Commissioner at the proper time, the incumbent shall continue in office until the time fixed for the next regular election of the Commissioner." The Commissioner claimed that the meeting in December was not a session of the court of claims, but of the county court, and declined to submit his name as a candidate. His opponent, being the only candidate before the court, was elected. Both claiming the office, the question was submitted to the Attorney General for decision. He decided that "the postponement of the election of a Commissioner from November to December was an adjournment of the court of claims for that purpose," and the Commissioner elected at that time was recognized.

19. Commissioners, in making their reports, must swear to them before the judges of their own county. The judge of any other county is not authorized, under the law, to administer an oath, such as is attached to a Commissioner's draft.

20. The Commissioner, under cover of the authority given him "to lay off districts," cannot transfer pupils that have been reported in one district to another. No change can be made in the boundary of a district after the census has been reported. Where two districts adjoin, a majority of the Trustees of each can agree to transfer a pupil; and in such case the money will be due the teacher of the district in which the child is taught. •

21. When there has been a change of Commissioners during the school year, it is the duty of the county judge (and not the Superintendent) to make the apportionment between the new and old Commissioner.

22. The election of a Commissioner cannot be contested before the board constituted to try an officer "elective by the votes of the whole people of the State, or of certain other officers enumerated in the statute."

23. Certificates to teach end with school, and not calendar years.

24. A Commissioner changed the boundary of a district without having given *written* notice to the Trustees of the district. It was decided that the action of the Commissioner was illegal. It appeared that he had given *oral* notice, but it was decided that this does not meet the requirements of the law.

Ans.—Commissioners, if they would protect themselves, must be careful to give written notices, and not to change a boundary during the current school-year, after the census has been reported.

25. Who has the right to suspend a child from school?

Ans.—The teacher; but he must report the fact at once to the Trustees for their action. The Board of Trustees may suspend or expel as they may elect.

26. Section 6th of "rules and regulations governing the Common Schools" prescribes: "The hours of instruction shall be from eight o'clock A. M. to four o'clock P. M. Such intermissions or recesses may be had as the Board of Trustees or the Teacher may direct." Who is the superior authority in the matter? What would you think the proper intermissions or recesses?

Ans.—The Board of Trustees can control the teacher in this matter, if it elects to exercise its prerogative. We would say that the child

should not be kept at his studies in the school-room more than six hours. If we had the control of it, we should have study-hours from eight to ten; intermission for half an hour; resume studies until twelve; then one hour and a half recess, and a two and one half hour session in the afternoon.

27. The names of electors voting for School Trustees must be registered, and the poll-books returned, as in other elections, or the election is not legal.

28. A Trustee ceasing to be a resident of a district vacates thereby his office, without resignation, and another is to be appointed by the Commissioner in his place.

29. The residence of a child is generally that of a parent, master or employer, with whom he resides. The conditions that would give a child a right to vote, if a citizen, would give him a right to attend school. But the residence of the parent is not necessarily that of the child, in reference to the school. If a child reside in another district with a grand-parent or other relative, as a member of the family, or is working for his boarding and clothing, or for money, with the privilege to attend school a part of the time, or is in any other way separated from his parents, with the consent of the latter, by a permanent arrangement made in good faith and for his own benefit, he thereby acquires a new school residence, and a right of admission to the schools of the district within which he thus resides. The legal residence of orphan pupils is in the same district with the guardian, or in the district where the guardian has provided the pupils with a permanent home.

30. Age and residence, not property and tax, determine the right of admission to the public schools of a district.

31. No teacher should be employed without a written agreement. The following form is appended for general guidance, which may be modified or enlarged to suit local circumstances:

Form of Agreement Between the Trustee and Teacher.

It is agreed by and between ———, teacher, and the Trustee of school district No. —, in ——— county, that said teacher shall, under the supervision and exclusive direction of said Trustee and his successor, but subject, nevertheless, to the visitation and lawful authority of the County Commissioner, teach in ——— school-house for the term of — months, at a compensation of ——— dol-

lars, reserving the right of dismissing the said teacher at any time whatever, for any of the causes specified in the Common School Laws.

It is also agreed that the fire shall be made, or caused to be made, and the floor be regularly swept, or caused to be swept, in said house, during said term, by the said (*teacher or Trustee*); the said Trustee providing the fuel and brooms therefor.

A. B., *Trustee.*

G. H., *Teacher.*

Under the existing law, the contract should be signed by at least *two* Trustees; under the new law, the *one* Trustee constitutes a sole corporation. Under the new law, the Trustees can levy a poll-tax to furnish fuel, brooms, etc. Parol agreements are the occasion of innumerable and perplexing difficulties, which may be avoided by written contracts.

32. Family, political, or church influence should never be permitted to swerve a Trustee from duty in the selection of a teacher. The question of qualification should be the paramount consideration.

33. The teacher is to bestow equal, impartial, and uniform care to all pupils put under his charge; to be undeviating in adherence to a firm, uniform, and gentle system of discipline; and to pay particular regard to the morals, habits, and general conduct, as well as mental improvement, of his scholars. The *religious predilections* of pupils should be scrupulously respected; sectarian instruction does not pertain to the office of the teacher, but of the parent or guardian and the spiritual teacher elected by him.

34. Irregularity of attendance, and insubordination upon the part of pupils, are two of the greatest impediments to the progress and prosperity of the public schools; and parents are culpable for not maintaining family discipline, and aiding the teacher to maintain the government of his school. The teacher has the right to require punctual attendance at school, and a written excuse for absence; and the Trustees should support the teacher in all rational demands in this respect.

35. The dismissal of a teacher should be in writing, and the legal causes be assigned therein.

36. Under the new law twenty days' notice must be given before a vote can be taken on district taxation. Districts intending to avail themselves of this provision should give the subject attention as early

as the first of June, as the vote *must* be taken, if at all, on the first Saturday in July of each year. The Trustee cannot be too careful to follow the prescription of the law in every particular.

37. The tax can be applied to but two purposes. 1. Improving the character and extending the time of the schools, which means the better payment of the salary of the teacher, and for the extension of the free school for a longer term than five months. 2. For the school-house, in the following particulars, to-wit: The purchasing of a site for a district school-house; the building, repairing, or furnishing of the house.

38. The State Board of Education will furnish to the Commissioners, by May the first, 1874, a scheme for grading teachers' certificates under the new law.

39. Teachers who intend to apply for State certificates should notify the Superintendent by the first of June, 1874. Any teacher making application for said certificate must bring a certified statement of his good moral character from the Commissioner and Board of Examiners of his county. The certificate should be in the following form:

"Knowing ————— to be a person of good moral character, we recommend him to the State Board of Examiners for examination for a State certificate to teach in the Common Schools. .

"—————, *Commissioner.*

"—————, *Examiner.*"

This certificate, signed by the Commissioner and one Examiner, will be deemed sufficient. The board will assemble in Frankfort on the first Wednesday in July, 1874, at the office of the Superintendent of Public Instruction, to examine applicants.

40. The County Board of Examiners must select from the books recommended by the State Board of Education a uniform series of text-books, *previous to the first day of July, 1874.*

41. If the Common School be closed on the occasion of a public holiday, shall the teachers lose the time, or be allowed it?

It is a matter of contract between teachers and the Trustees, and ought to be understood between the parties when making the contract hitherto referred to. Trustees can require teachers to teach twenty-two days to the month; they can allow them to count each holiday occurring in a month as a day taught; or they can allow

them to count certain holidays as days taught, and refuse to allow them the same privilege with reference to other holidays.

If no contract exists between teachers and Trustees, the holiday is not recognized. If a contract is made, the day may be counted, and Trustees can legally sign the certificate required of them in regard to the time the schools were kept open.

42. If the Legislature should not postpone the action of the school laws, or amend for this year, the payment of teachers cannot be made before the 15th of February. The Superintendent will make effort as soon as the Legislature convenes to have the schools paid the current year upon January 10th, April 10th, and July 10th, as at present provided in the existing laws. The Commissioners will be notified by a circular as soon as the General Assembly takes action.

. LIST OF STATE AND COUNTY COMMON SCHOOL OFFICERS.

BOARD OF EDUCATION OF THE STATE:

JOHN RODMAN,

ATTORNEY GENERAL AND *ex-officio* MEMBER OF THE BOARD.

GEO. W. CRADDOCK,

SECRETARY OF STATE AND *ex-officio* MEMBER OF THE BOARD.

H. A. M. HENDERSON,

SUPERINTENDENT OF PUBLIC INSTRUCTION AND *ex-officio* PRESIDENT OF THE
BOARD.

COUNTY COMMISSIONERS NOW IN OFFICE.

COUNTIES.	NAMES.	POST-OFFICES.
Adair	M. H. Rhorer	Columbia.
Allen	John H. Walker	Scottsville.
Anderson	A. M. Portwood	Lawrenceburg.
Ballard	I. K. Swain	Blandville.
Barren	R. P. Collins	Glasgow.
Bath	W. H. Daugherty	Owingsville.
Bell	W. M. Bingham	Pineville.
Boone	H. J. Foster	Burlington.
Bourbon	W. H. Lockhart	Paris.
Boyd	Jacob Rice	Catlettsburg.
Boyle	R. H. Caldwell	Parksville.
Bracken	A. C. Armstrong	Augusta.
Breathitt	Geo. W. Sewell	Jackson.
Breckinridge	Milton Board	Hardinsburg.
Bullitt	R. J. Meyler	Shepherdsville.
Butler	M. W. Neal	Morgantown.
Caldwell	W. C. McGehee	Princeton.
Calloway	R. Boggs	Murray.
Campbell	Leo Tibbatts	Tibbatt's Cross Roads.
Carroll	J. A. Donaldson	Carrollton.
Carter	Zachariah Tyree	Olive Hill.
Casey	D. W. Coleman	Middleburg.
Christian	G. A. Champlin	Hopkinsville.
Clark	Leeland Hathaway	Winchester.
Clay	John E. White	Manchester.
Clinton	Thomas V. Stephenson	Albany.
Crittenden	Isaac McMurry	Marion.
Cumberland	William Cheek	Burksville.
Daviess	David F. Todd	Owensboro.
Edmonson	W. J. J. Nash	Big Reedy.
Elliott	D. C. DeHart	Sandy Hook.

COUNTY COMMISSIONERS—Continued.

COUNTIES.	NAMES.	POST-OFFICES.
Estill	Robt. W. Smith	Irvine.
Fayette	B. N. Greban	Lexington.
Fleming	W. A. Morrison	Flemingsburg.
Floyd	Jos. M. Davidson	Prestonsburg.
Franklin	W. L. Jett	Frankfort.
Fulton	R. T. Tyler	Hickman.
Gallatin	S. B. Turley	Glencoe.
Garrard	John K. West	Lancaster.
Grant	H. D. Stratton	Williamstown.
Graves	J. M. Cosby	Mayfield.
Grayson	N. C. Tilford	Litchfield.
Green	J. W. Jones	Greensburg.
Greenup	S. H. Wolcott	Greenup.
Hancock	Russell G. Tift	Hawesville.
Hardin	Jas. A. Gaither	Elizabethtown.
Harlan	D. H. Smith	Harlan C. H.
Harrison	Jos. F. Lebus	Cynthiana.
Hart	Henry C. Martin	Munfordville.
Henderson	H. H. Farmer	Henderson.
Henry	Samuel Jones	Newcastle.
Hickman	Willis White	Clinton.
Hopkins	Geo. W. Murphey	Madisonville.
Jackson	A. P. Settle	McKee.
Jefferson	Jas. F. Hobbs	Long Run Station.
Jessamine	Moreau Brown	Nicholasville.
Johnson	H. E. Conley	Paintsville.
Kenton	Geo. W. Carlisle	Independence.
Knox	John R. Helton	Barbourville.
Larue	Thos. A. Robertson	Hodgenville.
Laurel	S. C. Jackson	Laurel Bridge.
Lawrence	Jas. R. Dean	Louisa.
Lee	John S. Mahan	Proctor.
Letcher	Jas. E. Sarver	Whitesburg.
Lewis	Jos. A. Sparks	Vanceburg.
Lincoln	S. S. McRoberts	Stanford.
Livingston	J. E. Lemen	Salem.
Logan	Jas. H. Bowden	Russellville.
Louisville	Oliver Lucas	Louisville.
Lyon	Jas. C. Church	Eddyville.
Madison	J. D. Hamilton	Richmond.
Magoffin	Abner B. Salyer	Salyersville.
Marion	J. D. Belden	Lebanon.
Marshall	W. A. Holland	Benton.
Martin	J. Madison Step	Warfield.
Mason	Emery Whitaker	Maysville.
McCracken	Wm. R. Reid	Paducah.
McLean	J. W. Bickers	Calhoon.
Meade	D. Dowden	Brandenburg.
Menifee	Shelby Kash	Frenchburg.
Mercer	C. Terhune	Harrodsburg.
Metcalfe	John W. Compton	Edmonton.
Monroe	J. Rowan Leslie	Tompkinsville.
Montgomery	E. E. Garrett	Mount Sterling.
Morgan	Thos. J. Henry	West Liberty.
Muhlenburg	Thos. C. Withers	Greenville.
Nelson	J. W. Muir	Bardstown.
Nicholas	Isaac M. Chism	Carlisle.
Ohio	W. F. Gregory	Hartford.

COUNTY COMMISSIONERS—Continued.

COUNTIES.	NAMES.	POST-OFFICES.
Oldham	W. H. Slater	Beard's Station.
Owen	John C. Strother	Owenton.
Owsley	H. C. Hogg	Booneville.
Pendleton	Gideon M. Colvin	Morgan Station.
Perry	E. Cornitt	Hazzard.
Pike	Thos. O. Marrs	Piketon.
Powell	J. S. Vivion	West Bend.
Pulaski	John M. Barnett	Somerset.
Robertson	C. N. Buckler	Mt. Olivet.
Rockcastle	Olmsted Adams	Mt. Vernon.
Rowan	C. F. Kesh	Gill's Mills.
Russell	James M. Lester	Jamestown.
Scott	H. S. Rhoton	Georgetown.
Shelby	C. J. Hinkle	Shelbyville.
Simpson	F. Lee Wilkinson	Franklin.
Spencer	J. L. Davis	Taylorsville.
Taylor	D. G. Mitchell	Campbellsville.
Todd	W. E. Mobley	Elkton.
Trigg	Robert Crenshaw	Cadiz.
Trimble	Jacob Yeager	Bedford.
Union	John F. Cromwell	Morganfield.
Warren	Thos. J. Smith	Bowling Green.
Washington	Thos. Melloy	Springfield.
Wayne	R. Burnett	Monticello.
Webster	R. K. Thornberry	Poole's Mill.
Whitley	M. A. Moore	Whitley C. H.
Wolfe	A. C. Byrd	Hazel Green.
Woodford	James W. Smith	Versailles.

TRUSTEES' DEPARTMENT.

ANALYSIS OF DUTIES OF TRUSTEES, ETC., UNDER THE NEW LAW.

1. He must be elected by voters described in article 7, section 1, or be appointed as prescribed in article 7, section 4.

2. Must keep a record of all his official transactions. (See article 7, section 6.)

3. He may condemn land as a site for a school-house. (See article 7, section 7.)

4. When the Commissioner condemns a school-house, and the electors consent thereto, shall levy a per capita tax, not exceeding two dollars, on each white male citizen over twenty-one years of age, to apply to the erection and furnishing of a new school-house; or may warn in hands liable to work on the highway, &c.; school-house must be built within six months after condemnation. (Article 7, section 8.)

5. How he must proceed to levy a district tax. (See article 2.)

6. Has power to levy a capitation tax of fifty cents per annum, to provide a sinking fund for contingent expenses. (Article 7, section 9.)

7. Has power to select a teacher and remove him. (Art. 7, sec. 10.)

8. May appoint a collector of subscriptions and taxes. (Art 7, sec. 11.)

9. Duty to invite and encourage all the children in a district to attend school, and to visit the school and superintend its government; power to expel a pupil. (Article 7, sections 12 and 13.)

10. Must take census of pupil children during April, and report to the Commissioner by May 1st; penalty for offenses in connection therewith. (Article 7, section 14.)

11. Trustee must report to the Commissioner when district is entitled to receive proportion of the school revenue; at the close of school year must make a detailed and tabular report to the Commissioner, signed by him; penalty for failure. (Article 7, sections 16 and 17.)

12. Duty of delivery to his successor; penalty for neglect or malfeasance. (Article 7, section 19.)

13. Takes only one oath; is exempt from certain civil duties. (Article 7, section 21.)

14. How he may draw *pro rata* share of his district in the county bond. (Article 7, section 22.)

15. Must notify teachers of the time and place of holding Institute, and to post notices thereof. (Article 9, section 4.)
16. May organize a district library ; has control of and is accountable therefor. (Article 10, sections 1, 2, and 3.)
17. How he may agree with Trustee of an adjoining district to have a pupil taught in the school most convenient, and to whom tuition is to be paid. (Article 6, section 5.)
18. Is entitled, from the Commissioner, to receive the number and boundary of his district. (Article 6, section 3.)
19. Must prescribe intermissions and recesses ; rules and regulations. (Section 6.)
20. May suspend or expel a pupil for certain causes ; rules and regulations. (Section 16.)

CALENDAR FOR TRUSTEES.

1. Annual school election the first Saturday of July. Must post notices ten days preceding.
2. Time for taking the oath of office, second Friday in July.
3. Must visit school within five days after it begins, and every month thereafter.
4. Census taken during the month of April. Given until May 1st to report to Commissioner.
5. Time for making reports for a school half or entirely taught out, November 15th, February 15th, May 15th, and 1st of July.
6. At close of school year must make annual report of detailed and tabular statistics, etc. Penalty for failure inflicted after the lapse of twenty days.
7. Within ten days after going out of office must deliver to his successor any money, books, property, or papers in his custody as Trustee.
8. If he wishes to use the surplus fund due his district, he must apply to the court of claims of his county.
9. The session of a school must begin *before* the 2d day of February, except in cases of three months' schools, which may begin at any time before the 2d day of April.
10. If he submits the question of district taxation, as provided for in article 2, he must take the vote on the first Saturday in July, between the hours of 9 A. M. and 5 P. M. ; and the *time* and *place* of voting must have been posted at *three* or more prominent places in the district, for fifteen days beforehand.

BENEVOLENT INSTITUTIONS.

INSTITUTION FOR THE BLIND.

The school established by the Legislature for the blind children of our State affords board and tuition to every child in the State, between the ages of seven and seventeen, who is so deficient in sight as to be unable to be taught in schools for seeing children; the only condition being that such children be healthy in body and not feeble in mind. The only expense is in the cost of getting to the school, which is in Louisville. In the case of children who are utterly destitute, the State provides clothing. At this school the same things are taught that are taught in schools for the seeing; and, in addition, instruction is given in trades that the blind can profitably follow. The history of the school gives many instances of blind persons who have been taught to maintain themselves, honorably and well, in the practice of callings in which they became proficient through the instruction they received at this school. Blind persons who are over the age of seventeen can be admitted for the purpose of learning a trade, if they can furnish suitable evidence as to their character.

The sessions of the school begin with the first Monday in September, and continue till the third Friday in June. While it is best that all who are to receive the benefits, that the State so freely offers, should be at the school promptly at its opening, still new pupils are welcome at all times. Full information concerning the school will be gladly given by the Superintendent, and a letter directed "School for the Blind, Louisville, Ky.," will receive his prompt attention.

The Legislature, last winter, unintentionally, did harm by denominating this Institution as an Asylum—the only School for the Blind in the United States that is so styled. The effort has been made by its Board and Superintendent from the beginning to impress the public that this Institution is a *School*, and not an Asylum. It is to be hoped that the next Legislature will undo this mistake.

INSTITUTION FOR FEEBLE-MINDED CHILDREN.

Since the last report of Dr. E. H. Black, Superintendent of this Institution, thirty-six have been admitted, seventeen dismissed, and

eight have died. Of the number dismissed, all, save one, had been greatly improved, and able, under the control of friends, to give direction to their labor to support themselves. Present number of inmates ninety-five, three fourths of whom will become, by the training to which they are subjected, self-supporting or self-helpful. Many of them will be able to read well and write a legible hand, and have a just conception of their obligations to God and man.

TERMS OF ADMISSION.

The State makes provision to meet the expenses of all the indigent feeble-minded children received. Those having means are required to clothe their children, and pay in money according to their ability, but, in no case, more than one hundred and fifty dollars. The expenses incurred in sending children to and from the institution must, in every case, be paid by the parent, guardian, or county from which it comes, as the State makes no provision for transportation. Any person desiring to place a child in the institution will write to the Superintendent, Dr. E. H. Black, who will cheerfully send the necessary questions to be answered, and give all other desired information.

APPLICATIONS FOR ADMISSION.

Quite a number of applications for admission have been made that the Superintendent has been compelled to reject for the want of room, the house being filled to its utmost capacity. It is confidently believed that the number of applications would have been greatly increased, but for the prevalent idea that the Institution had been converted into an asylum for the insane and chronic epileptic. I submit the question to your candid consideration, whether the best interests of humanity and an exalted Christian civilization do not require that the Institution shall not be perverted from its original design; and besides, we do not know how soon some of our own loved ones may need the fostering care of this worthy public charity.

In conclusion, it is proper to state that this Institution was not organized for the custodial care of the helpless and unimprovable idiot, but for that class of children classed as feeble-minded—those that cannot be taught to read in the common schools of the State. That this class can be, and has been, greatly improved by the efforts of those having charge of them, is no longer a matter of controversy by those who have at all investigated the subject. It *was* an experiment; it is now a success.

INSTITUTION FOR DEAF-MUTES.

1. Provision has been made by the State of Kentucky for the board and instruction of all the deaf-mutes of the State. No charge for board and tuition is made; no certificate of indigency is necessary. Every deaf-mute in Kentucky will be received who is of proper age, of good character, and in good health; and their parents and friends are earnestly invited to avail themselves of the advantages of the Institution for their unfortunate children.

Entrance and return, at the commencement of the session, are of the highest importance. The progress of a pupil for the whole session often depends upon his punctual return at the beginning of it. Sometimes the whole course of his education is injuriously affected by tardiness in returning.

It is important that new pupils should enter at the beginning, that they may be able to join the new class of the session; otherwise they may ultimately have to fall into the class of the next year, and thus lose the advantages of a whole year's education by a few weeks' delay.

2. The best age for entrance is ten. Pupils will be admitted between ten and thirty; but parents should not delay the education of their children after ten. They never learn as well after twenty as before. By neglecting and delaying their education, you are criminally compromising their temporal and eternal welfare.

3. Bring or send with the pupil his or her name in full; birthday; cause of deafness, if not born deaf; at what age it occurred; whether total or partial; whether he or she has or has had any deaf-mute relatives, near or remote; and whether there is any relationship between the parents. Semi-mutes, who hear and speak partially, but cannot be taught in Common Schools, will be admitted. Children of this description are sometimes not sent to the Institution, under the impression that teaching them with mutes totally deaf will lead or cause them, somehow, to disuse their speech. This is a great mistake. By learning to use *written* language their speech is improved. Where practicable, special efforts are also made to improve their speech.

4. Pupils supported by the State are considered under obligation to remain five years; if of good talent and industry, they may be continued seven.

5. The session commences October 1. Vacation takes place in August and September, when the pupils are permitted, and those who live near are required, to return home. No pupil will be permitted to leave at Christmas, or at any time during the session, but for a special and satisfactory reason, nor until the session fully ends. *It is important that the pupil should remain until the last day of the session, and return the first day of the next session.*

6. To preserve health and promote habits of industry, the pupils are employed in manual labor as far as we can find them employment—the boys in gardening and other kinds of work, and the girls in sewing and housekeeping; in which they often make great improvement. This is a most important part of their education, and will be enforced on all alike. No wise parent will object to it.

7. The payment of twenty-five dollars a year, by pupils from Kentucky, will cover all contingent expenses, physician's bill, books, stationery, &c., &c., *and this amount is required of those able to pay it*; where not able, it will not be expected; but every one should conscientiously pay whatever part of this sum he is able. A small sum from each will make a considerable aggregate, and materially aid in sustaining the Institution. We wish it distinctly understood, that while board, tuition, and even clothing, books, and everything, will be furnished in every necessary case *free of charge*, yet we earnestly wish all who are able to pay any sum, from one to twenty-five dollars, to do so.

8. The applicant must be in good health, of sound mind, and good moral character, and free from chronic, cutaneous, or other contagious diseases. It is advised, where it is practicable, to have the pupil vaccinated before being brought to the Institution.

For any further information, address J. A. Jacobs, Principal, Kentucky Institution for Deaf-Mutes, Danville.

AGRICULTURAL AND MECHANICAL COLLEGE.

All applicants for admission to the regular collegiate course in the Agricultural College must be at least sixteen years of age, and must present satisfactory evidence of good moral character and industrious habits. They must, upon examination, show a fair acquaintance with the following subjects: English Grammar; Geography; Outlines of History; Ray's Arithmetic, Part III; Ray's Algebra, Part I.

By a provision of the act incorporating the Agricultural and Mechanical College, each legislative district in the State is entitled to send to this College, free of charge for tuition, three properly prepared students, who also have a right to receive, free of charge for tuition, the benefit of instruction given in any College of the University, except the Colleges of Law and Medicine and the Commercial College.

The law requires that the selection of the students shall be made by the justices of the peace in each legislative district. This should be done at the regular meetings of the county court, and the orders appointing them duly certified by the clerk.

The appointees should be at least sixteen years of age, of good character and industrious habits, and should be versed in the elements of the English branches. It is earnestly recommended that the system of competitive examinations be adopted, and that one or more competent teachers be selected in each district as a Board of Examiners, thus giving all, especially the poor young men, a chance for the State honor.

The recommendation of the county judge, together with that of a majority of the magistrates, until the next meeting of the quarterly court, will entitle them to admission.

State students have priority in choice of rooms, but to exercise this privilege they should be present at the beginning of the session.

Students occupying dormitories set apart for that purpose, by adopting the *club system*, can board themselves at prices not exceeding *two dollars per week*.

Each student occupying a dormitory must pay a room fee of *five dollars*; the cost of furniture need not exceed *ten dollars*; so that his expenses for *boarding and room* will vary from *seventy-five to one hundred and fifteen dollars* per session of forty weeks.

The clubs are organized by the students, with a written constitution, recognizing president, secretary, treasurer, and commissary. Regular weekly meetings are held for the transaction of business and arrangement of the bill of fare. The president of the club exercises a general supervision over the dining-room, kitchen, dormitories, and grounds attached thereto; and also presides at the table and at the meetings of the club. The treasurer is required to report on the condition of the funds, and make necessary assessments. The commissary provides and makes all purchases, keeping an account of his

disbursements. The secretary keeps the records of the proceedings, etc.

The military *regime* is extended over the club-houses, and a regular system of inspection and police is maintained by an orderly in each building.

The collegiate year consists of a single session of nine months, which is divided into two equal terms. The session begins on the second Monday in September, and ends on the second Thursday in June, which is the general commencement-day.

It is desirable that students intending to enter the Agricultural and Mechanical College should bring at least seventy-five dollars.

For further information, address Regent John B. Bowman, Lexington, Ky.

GRADED SCHOOLS.

What is a Graded School? One in which the scholars are classed according to their attainments, and in which all of a like grade pursue, at the same time, the same studies. It is but applying to education the principle of division of labor which regulates in the mechanic arts and in commercial pursuits. We have, now, Graded Schools in every city in the Commonwealth, with the exception of Bowling Green, and efforts are being made there to establish one, which will doubtlessly prove successful during the current school year. Every school should be graded to the fullest extent that circumstances will allow—the country district as well as the city. In grading a school, teachers should be careful that pupils of the same progress and ability only are placed in the same class; for when this is not regarded, the sprightly student becomes idle from not having enough to engage his attention, and the slow and stupid indolent from sheer discouragement. Scholars need not necessarily recite in the same grade in all branches, as cases will occur in which the same pupil will be in arithmetic in the primary grade and in reading, in the intermediate. It is desirable that those studies in which pupils are behind in their grade receive extra attention, that as soon as possible they can recite in the same grade in all their studies. No teacher should fail to have a carefully prepared programme posted in his school-room, and scrupulously follow its order of exercises day by day. He who does not have a set time for each recitation cannot successfully conduct a school. It is a manifest absurdity to have two or more different text-books for the same grade of pupils. No matter what Trustees or parents say, the teacher *must* be governed by the law, which allows only one text-book upon any prescribed study in the Common School course for the same grade of students. The law requires the State Board of Education to recommend a series of text-books, and the Board of Examiners of each county to select from among these a uniform series, to be used in each separate branch in each school. Should such boards refuse or fail to act in this respect, the schools suffer, as the time of the teacher will well nigh be wasted upon a multiplicity of classes.

During the scholastic year the Superintendent, after exhaustive conference with expert educators and consultation of the published authorities, designs to prepare a classification for grading country district schools.

I have endeavored to make this report as suggestive as possible, and have, therefore, collated matter for an exhibit of the Graded Schools now in operation in the State. After faithful solicitation, addressed to the constituted authorities, I have failed to receive any data from Paris, and, therefore, must content myself by simply remarking that this city has a Graded School, of like character with those noticed more in detail.

CYNTHIANA.

There is a Board of Trustees, one of whom is President. The Graded School was opened September, 1872, with one hundred scholars, and gradually reached an average of nearly two hundred, in daily attendance. Necessary arrangements are being made to accommodate five hundred pupils.

The teachers are paid as follows :

Principal and Instructor in Grade A	\$1,200 00
Instructor in Grade B	600 00
Instructor in Grade C	500 00
Instructor in Grade D	450 00

The average cost per pupil is \$15 87.

The following table is published in the Superintendent's report, showing the average cost, per pupil, in various cities of the State and Union :

From official sources we have the following statistics for 1871-'2 :

In Louisville, Ky., average salary of teachers	\$653 32
In Louisville, Ky., cost per capita	23 00
Lexington, Ky., average salary	825 00
Lexington, Ky., cost per capita	26 60
Newport, Ky., average salary	508 75
Newport, Ky., cost per capita	11 64
Covington, Ky., average salary	568 61
Covington, Ky., cost per capita	15 33

The following items are compiled from the June number of the well-informed National Normal, published by Geo. E. Stevens & Co., Cincinnati, Ohio :

Average salary of teachers in Utica, New York	\$475 00
Average salary of teachers in Memphis, Tennessee	838 00

Average salary of teachers in Peoria, Illinois.....	949 00
Average salary of teachers in Columbus, Ohio.....	622 00
Average salary of teachers in Terre Haute, Indiana.....	598 00
Average salary of teachers in Cincinnati, Ohio.....	823 00
Average salary of teachers in Boston, Massachusetts.....	919 00
Average salary of teachers in State of Massachusetts, per month.....	59 00
Annual cost of instruction, per pupil, in the State of Massachusetts.....	12 86
Annual cost of instruction, per pupil, in the city of Boston, Massachusetts.....	33 57
Annual cost of instruction, per pupil, in Cincinnati, Ohio.....	21 83
Annual cost of instruction, per pupil, in Columbus, Ohio.....	16 06
Annual cost of instruction, per pupil, in Washington, District of Columbia.....	24 06
Annual cost of instruction, per pupil, in the State of Tennessee.....	28 24
Annual cost of instruction, per pupil, in the State of New Jersey.....	16 29
Annual cost of instruction, per pupil, in the city of Atlanta, Georgia.....	20 16
Annual cost of instruction, per pupil, in the city of Utica, New York.....	17 71
Annual cost of instruction, per pupil, in the city of Peoria, Illinois.....	16 18

The following amount of tuition was received from non-resident pupils—\$687 50. Cynthia, at an expense of not more than \$3,000, has a Graded School adequate to meet the wants of her people. The economy of the system, when applied to towns of respectable size, has been amply demonstrated by her successful experiment.

The scheme of gradation, which may serve as a guide to other localities seeking information on the subject, is as follows :

PRIMARY DEPARTMENT—GRADE F.

Charts.—Alphabet, spelling the words on the charts, and reading them without spelling; counting forward and backward to 100, by ones and twos.

Reading.—First and Second Reader complete.

Spelling.—Spelling Book from 1st to 10th lesson; also the words at the beginning of each lesson in the First Reader.

Writing.—Copy-books, designated by the teacher in charge; also Writing, Reading, and Spelling Lessons, and making figures daily on slate.

Arithmetic.—Primary, Addition and Subtraction Tables; Roman Notations to D, and Numeration Tables to billions; daily exercises in Addition and Subtraction on slates and black-board.

Geography.—Geography of Kentucky, and as much of neighboring States as convenient to be taught by the teacher orally.

Object Lessons.—Lilicuthal's Manual from beginning to 7th section, inclusively.

GRADE E.

Spelling.—Spelling prosecuted, written on slates; also the words at the head of each lesson in the Third Reader.

Reading.—Third Reader complete; also a careful study of the marks and pauses, and sentences formed of the words defined in the Reader.

Geography.—The Geography of Kentucky, and such portions of the United States as convenient to be taught by the teacher in charge, orally; Primary Geography.

Arithmetic.—Second part of Mental Arithmetic, to parts of numbers; Roman Notation to M.; Numeration Table complete; also in Written Arithmetic; rudiments through Addition, Subtraction, Multiplication, and Division.

Writing.—Use of Copy-books.

Object Lessons.—Lilienthal's Manual from 8th to 15th section, inclusive.

INTERMEDIATE DEPARTMENT.

Spelling.—Spelling book prosecuted.

Reading.—Fourth Reader, complete, with weekly exercises in Elocution.

Definitions.—First 400 words at the head of the lessons in the Reader.

Writing.—In Copy-books.

Arithmetic.—Mental continued; Compound Numbers; Fractions through Division.

Grammar.—Elementary.

Geography.—Intermediate.

Composition.—Daily exercises in sentence-making, the words being taken from the heads of the lessons; and monthly on subjects of Plants and Animals.

GRADE C.

Spelling.—Spelling prosecuted to end of the book.

Reading.—Fifth and Sixth Reader, including the study and practice, once a week, on principles of elocution.

Definitions.—Four hundred marked words at the head of the lessons in the Readers.

Arithmetic.—Mental Arithmetic prosecuted; also, Rudiments from Division of Fractions through the book.

Geography.—School Geography, No. 3, complete.

Composition.—Once in two weeks on geographical subjects.

Writing.—Copy-books.

HIGH SCHOOL—GRADE B.

Orthography.—Test Spelling Book, complete.

Reading.—High School Reader, complete.

Definition.—Four hundred marked words, selected by teacher in charge, from the Reader.

English Grammar.—Practical English Grammar, complete.

Arithmetic.—Common School Arithmetic, complete.

Penmanship.—Copy-book, selected by the teacher in charge, half hour each day.

Composition.—Once in two weeks on American Biography; on other subjects only as teacher directs.

History.—United States.

Natural Philosophy.—Elementary Natural Philosophy, complete.

Algebra.—Elementary Algebra, complete.

Miscellaneous.—Rhetoric, Botany, Physical Geography, Physiology, and others as opportunity may permit.

GRADE A—FIRST YEAR.

Reading and Analysis.—Sixth Reader, and exercises in Practical Elocution at the beginning of the book, weekly.

Algebra.—Higher Algebra to Logarithms.

Geometry.—Geometry and Trigonometry, to Chapter VIII.

Natural Philosophy.—Natural Philosophy to Optics.

Chemistry.—Youman's New Chemistry, to Chapter IX.

Latin.—Bingham's Latin Grammar and Exercises—Cæsar; 1st Book.

Orthography.—Leach's Complete Spelling Book, daily.

German.—Comfort's First Book in German.

French.—Fasquelle's Course, begun.

SECOND YEAR.

Algebra.—Higher Algebra, from Logarithms through the work.

Geometry.—Geometry and Trigonometry, complete.

Natural Philosophy.—Natural Philosophy, complete.

Chemistry.—New Chemistry, complete.

Astronomy.—Elements of Astronomy, entire.

Latin.—Cæsar, four books; Arnold's Latin Prose Composition, to Second Part; Harkness', Bullions', or Andrews and Stoddard's Latin Grammar, for reference; Virgil, 1st Book of Æneid.

Greek.—Harkness' First Greek Book; 1st Book of the Anabasis.

German.—Comfort's German Course, and German Reader.

French.—Fasquelles' Course continued, and Telemaque.

THIRD YEAR.

Surveying.—Robinson's New Surveying and Navigation, entire.

Latin.—Three Books of the *Æneid*; Cicero's Orations; Arnold's Latin Prose Composition, complete.

Greek.—Second Book of the *Anabasis*; First Book of the *Memorabilia*; Arnold's Greek Prose Composition, to Exercise 40; Greek New Testament, Book of John; Hadley's Greek Grammar, for reference.

German.—Whitney's German Grammar, for reference.

French.—Fasquelle's larger course continued; French Reading, selected by the teacher in charge.

Mental Philosophy.—Haven's, to Division Second.

History.—Thalheimer's Manual of Ancient History, to Book IV.

Botany.—Gray's School and Field Book.

Geology.—Completed.

FOURTH YEAR.

Mental Philosophy.—Haven's, completed in the fall session.

Moral Philosophy.—Haven's, completed in the spring session.

Greek.—Homer's *Iliad*, six books; Greek Testament, twice a week; Demosthenes, *De Corona*.

Latin.—Tacitus; Horace—odes; Cicero.

Logic.—Schuyler's Principles.

English Literature.—Shaw's Manual.

History.—Liddell's History of Rome; Curtin's History of Greece, and Works of Modern History.

English Composition.—Original Compositions are required every two weeks—always pertaining to the studies of the class.

Declamation.—Alternately, with Compositions from the young gentlemen.

A letter from Dr. E. J. Peckover, clerk of the board, says: "Our school, though last year very satisfactory, will be a great success this year, with the aid of the many increased facilities. There have been added four rooms to the building, well ventilated, and supplied with the most approved furniture. Two assistant teachers have been added. The grounds are being improved, and our Public School is an Institution with which we are much elated."

Prof. L. G. Marshal is the Principal.

CARROLLTON.

Under a special act of the Legislature, districts Nos. 1 and 26 were united, and a Graded School constituted, which is efficiently officered, as follows :

<i>Corps of Teachers.</i>	<i>Where Educated.</i>
Wm. Thurmond	University of Virginia.
S. A. Craig	Yale College.
Miss Sallie Geier	Cincinnati Normal.
Miss Flora Geier	Carroll Seminary.

The pupils living within the two districts are taught free of charge. Pupils living without the districts are received at the rates of five, seven and a half, and ten dollars a quarter, payable quarterly.

From a letter of the School Commissioner of the county I extract the following :

"Knowing ones say that the Carrollton School, under its able Board of Instructors, will be one of the ablest in the State. From the names of the teachers, you will readily acknowledge that they are well qualified for their position. Our's is a free school, and made so by getting voluntary subscriptions from the citizens, and renting the Carroll Academy. Our school is only temporary; but, if successful, I do not think we will meet with the difficulties that we have had to encounter this year, for the reason that our people are about now united."

HENDERSON.

The number of pupils enrolled since the commencement of the term, September 1st, to the present date, October 3, is seven hundred and three. There being no private schools in Henderson, the enrollment will reach nine hundred before the end of the term. The average daily attendance for the same time has been six hundred and sixty. Taking this number as a fair sample of daily attendance, the cost, per pupil, throughout all the departments of the school, is \$17 57 per year—quite moderate tuition, it will be allowed, when compared with the charges of private schools. Of course this amount will be considerably less when the school will have reached its full capacity in respect to numbers.

There are fifteen teachers employed in the school, at an average salary of \$800 per year. In the selection of teachers, great care was

taken to secure the services of such only as are fitted for the work, by enlarged and liberal culture, and by much experience in the actual business of teaching. Six of the teachers, who have been engaged since the commencement of the school, in January, 1871, are graduates of first-class Normal Schools, and several of them were, before going to Henderson, successful teachers in the State Normal School of New Jersey.

The people of Henderson have not been niggardly in the expenditure of means to promote the cause of popular education in their midst—a fact fully attested by the elegant and commodious school building erected at a cost, with the lot on which it stands, of \$55,000. Besides, the school is well supplied with charts, forms, and all the geographical and philosophical apparatus necessary for the conduct of a first-class educational establishment.

The school is supported in part by a tax levied, in the language of the charter, “at a rate not exceeding thirty cents upon each one hundred dollars’ worth of the same property that is now taxed by the State for Common School purposes, situated within the city of Henderson,” and in part by the Common School Fund, in addition to a contingent sum not exceeding \$2,000, to be contributed by the city council in case such an amount or less is necessary to meet the current expenses of the school. I take great pleasure in saying that the city council has been liberal, and ungrudging of its advances of money to make improvements and to defray any extra or unlooked-for expenditure—an example well worthy the imitation of her sister cities and towns.

It is proposed, in the course of the next year, to erect a High School building. This school, while it will be under the same management of the present organization, is to be supported by the proceeds arising from the sale or lease of valuable coal lands situated in Hopkins county, immediately on the Elizabethtown and Paducah Railroad. Here is a city distinguished for the wealth and refinement of its citizens, consolidating its entire educational interests in a grand Public School System. Such is the sentiment of its citizens, and the efficiency of the school, that no private institution can live in the community. What a rebuke is this example to those pretentious cities that affect to regard the Common School as simply a charity to the poor, to be tolerated by the rich, but not encouraged by the presence of their children. What a homogeneous community it will make for Henderson in the course of another decade of years. This school

is the chief pride of her citizens. A stranger can scarcely leave the place without being invited to visit the city school. The building is an architectural ornament to the place, and each room in it finished in the most exquisite style. The chapel is commodious, and furnished with an organ and an elegant piano. The grounds are tastefully arranged and scrupulously cared for. I have been through the building and inspected all its appointments, and the evidences of refined taste met the pleased eye upon every hand. The Superintendent, Professor M. Kirby, is an accomplished gentleman, an experienced educator, a skillful disciplinarian, and performs his work from a noble love of the profession which he dignifies.

It is worth a trip of any friend of education to Henderson to see its grand school under the guidance of a master mind, and to breathe for a season in an atmosphere which invigorates faith and hope in the capacity of a well-conducted system of popular education.

LEXINGTON.

1. The present schools were organized in 1850.
2. The gross revenue is about \$16,500, of which \$6,000 is paid by the State. The remainder is derived from a tax of fifteen cents on each one hundred dollars of taxable property in the city.
3. The whole enrollment last year was one thousand and fifty.
4. Average attendance about six hundred and fifty.
5. The teachers are, one superintendent, at a salary of \$1,500; three principals, each at \$1,400; three first assistants, each at \$650; and six second assistants, each at \$500.
6. The average cost per pupil last year was \$18 50. This year will be more, I think.
7. There are three school-houses of four rooms each, poorly arranged and fitted up for school work, and only able to accommodate comfortably about seven hundred pupils. The schools have been graded this year for the first time. The pupils in each school have been organized in eight grades—boys and girls being classed and seated together—and two grades have been given to each teacher, including the principals.
8. The School Board is appointed by the city council, and consists of seven members. Three are members of the council; three from the city, one from each school district, and the mayor is the seventh, he being chairman *ex-officio*.

The Hon. James O. Harrison, recently elected superintendent, promises to inspire a new interest, and to bring Lexington up to that high standard which her wealth and refinement indicate she should occupy.

MAYSVILLE.

The schools are organized under a Board of Education, of which Dr. G. W. Martin is president.

The assistants' departments are divided into two grades each, A and B and C and E, and the principal's into three, F, G, and H, and the period of study necessary to complete a grade is estimated at one year. The standard of perfection is 100. Any pupil falling more than 40 below the standard is suspended from his or her grade, to await such action as the Board of Education may deem proper. The schools employ ten teachers, and are supported by the State apportionment, a local tax of ten cents on the one hundred dollars, the proceeds of fines inflicted by the mayor, and a poll-tax of one dollar and fifty cents for each white male adult.

During the school year ending June 30th, 1873, the school fund was as follows:

From the State.....	\$3,281 38
From the city tax	1,602 29
From the poll-tax.....	590 38
From the fines	936 95
<hr/>	
Total.....	\$6,411 00

During the month of September, 1873, there were four hundred and forty-seven pupils enrolled, and an average attendance of three hundred and eighty-four.

NEWPORT.

The Newport public schools are organized under a special charter, and have a Board of Education, consisting of a president, superintendent, secretary, and treasurer, and a member elected from each of the five wards. Beside the superintendent, there are thirty-four teachers. The classification of schools is as follows: High, Intermediate, and Primary. There is one colored school. The past year has been one of unusual prosperity. Their efficiency is evidenced by the fact that not a private school exists in Newport, although re-

peated efforts have been made to establish them during the last two years. The president reports:

“It will be seen by the accompanying report of the receipts and expenditures of the last year that our finances are in a sound and healthy condition. The debt of over \$2,500 owing on the purchase of two lots and building adjoining the Cabot Street School has been paid, and the property freed from all encumbrance.

“Two frame buildings, containing four large and commodious rooms, have been built on the Seminary lot, and one for colored children on the lot the city purchased for that purpose on Southgate street. These houses were finished so as to be occupied all last session, and cost \$2,885, the city appropriating \$650 of the cost. These new buildings, together with the High School room, have been furnished with new desks and other furniture of most approved styles. The Seminary yard has been much improved by being graded and paved, adding greatly to the comfort and convenience of the schools. The York street and Cabot street property, as well as that on Southgate street, have all been well graded and fenced, and placed in good substantial repair.

“Notwithstanding these extraordinary expenses, amounting in the aggregate, during the year, to \$7,902 89, from which can be deducted the \$650 appropriated by the city towards the erection of the house for colored children, there yet remained at the close of the year a balance of \$3,403 86 of the school fund in the treasury, and the School Board entirely free from debt, every obligation of whatever nature having been paid at maturity.

“The new buildings relieve, in some degree, the pressing want so long felt for additional room, those on the Seminary lot furnishing seats for about two hundred and forty scholars, and the house for colored children, on Southgate street, has the capacity for seating many more colored children than are at present in Newport, and will make ample provision for room for that class of scholars for some time to come. Still there are yet many applicants for admission into our schools that cannot be received, as the rooms are now all filled to their utmost capacity. In order to accommodate these, and provide for the future wants, which the increasing growth of our city will doubtless soon create, the board have commenced the erection of a new brick school-house on a lot the city donated for the purpose, situated on the corner of Columbia and Ringold streets. The work has been contracted for to be completed during the coming year, and

ample provision made for defraying the expense without impairing in any way the fund provided for the support of our schools."

The financial exhibit shows the total receipts for the year to be \$32,994, of which the State paid \$13,561, the balance being the product of a general and special tax, and proceeds derived from licenses, a dog tax, and fines. The total expenses for the year were \$29,591 02. In 1872, there was an enrollment of 2,106 pupils, and an average attendance of 1,490. The High School had an average attendance of 41 pupils. In connection with the High School, there is a Normal Class, for the training of young ladies intending to become teachers—numbering sixteen pupils. Twenty-eight teachers' meetings were held during the year. There is a German Department in the Public Schools, and four hundred and forty-one German pupils are enrolled.

The entire course of study covers a period of twelve years—six in the Primary, two in the Intermediate, and four in the High School Departments. The grades (with the exception of music) are identical with those in the Cincinnati Public Schools.

From Superintendent W. H. Jones' report I extract the following, relative to the course of study: "In the Primary, which covers a period of six years, we endeavor to give what might be deemed a fair education in the elementary English branches, excluding Technical Grammar and American History; and pupils who have passed satisfactorily through it are capable of reading intelligently an ordinary newspaper article; have a general knowledge of the geography of the world; are well grounded in the elements of Arithmetic, including the simple rules, combinations of their various applications, Descending and Ascending Reduction and Common Fractions; are capable of expressing orally and in writing, with tolerable correctness, such ideas as are suitable to their comprehension, and have a fair knowledge of the properties and uses of objects with which they daily come in contact, as well as of minerals, plants, and animals. Such pupils would, in short, make what would be considered very intelligent mechanics.

"In the Intermediate Department, occupying two years, we complete thoroughly what has been begun in the Primary, taking up in addition Technical Grammar, Physical Geography, American History, together with the elements of Natural Philosophy and of Human Anatomy and Physiology; and pupils who have finished this course have a thorough education in the common English branches, such as

would qualify them to transact satisfactorily all the business affairs of ordinary merchants and manufacturers.

"In the High School four years are necessary to complete the course, which embraces most of what are ordinarily called the higher branches; and pupils who have gone through it have a tolerably thorough acquaintance with Algebra, Geometry, Trigonometry; can read and construe with passable accuracy the first two or three books of Cæsar's Gallic Wars, of Æneid, and five or six of Cicero's Oration; have a good insight into the etymology and syntax of the Latin language; are well grounded in the elements of the most popular of the Natural Sciences, and have a general acquaintance with English Literature and Ancient and Modern History. It will be seen that such a course affords what might be considered a tolerably liberal education—liberal enough to serve as a basis for any professional training, with the exception of the Law, Medicine, and the Pulpit."

In the German School the following course is prescribed:

First Class.—Reading—Hermann's Handfibel, from beginning to page 49, excepting Part 3d; Grammar—article, noun, adjective, and verb; Spelling—to write from dictation any sentence the pupils are required to read; Translation—any sentence they are required to read; Penmanship—Henze's Copy-book.

Second Class.—They shall be taught to read the whole of Reading Book for American German Schools, Part Second; Grammar—Plate, including noun, adjective, pronoun, verb; Spelling, Dictation, and Translation; any part of their Reader; Penmanship—Henze's Copy-book.

Third Class.—Reading—New Third Reader, six exercises on each part; Grammar—Plate, article, noun, adjective, pronoun (personal and possessive), principal and auxiliary verbs; Spelling, Dictation, and Translation; any part of their Reader; Composition—on any subject selected from their Reader; Penmanship—Henze's Copy-book.

Fourth Class.—They shall be taught to read any part of Lebensbilder No. 2; Grammar—Plate, complete the book; they shall be taught to spell words of seven syllables; to write from dictation any sentence that may be selected from their Reader, and to translate the same; they shall be taught to write compositions on subjects selected from their Reader as well as others of a similar nature; Penmanship—Henze's Copy-book.

OWENSBORO.

Two buildings—one in each ward. They contain seven rooms each, all well furnished, and both will accommodate eight hundred pupils. October 1, 1873, six hundred pupils were in attendance, under the control of Superintendent F. Griffin. The *corps* of teachers consists of four in the Primary; four in the Intermediate; two in the Senior; two in the High School; and one in the German Departments—fourteen in all, including the Superintendent. The schools are well disciplined, and in excellent working order. They are supported by a system of local taxation and the State fund; but I have not been furnished with a fiscal statement, though I made diligent effort to procure it. The Superintendent visited the schools, and was pleased with what he observed.

SHELBYVILLE.

The Graded School embraces instruction in all the ordinary branches, together with a two years' course in Latin. The High School department affords facilities to young men and boys desiring to pursue a higher course of English, Latin, and Greek. During the past year two hundred and eighty-eight pupils were enrolled, of which twenty were in the High School. There are seven other grades. The highest number in attendance at one time was two hundred and forty-seven, and the average was two hundred and thirty.

TERMS PER SESSION OF TWENTY WEEKS.

(Due at commencement of Session.)

High School department and first and second grades, \$20; third grade and primary department, \$15.

A deduction of \$1 per pupil will be made for payment within thirty days from the opening of the session.

No extras or contingent fee.

In the Primary Department tuition will be free the second term to all children in the district.

No deduction will be made except for removal from the county or sickness of at least one month's duration.

Pupils of the High School Department and of the first, second, and third grades, will be charged from the beginning of the school month in which they enter. Pupils in the primary department will be charged full tuition for the first session of school year, without refer-

ence to date of entrance, unless they enter after the 1st of January, 1874, when the charge will be \$2 50 for the remainder of unexpired term.

The following is the fiscal statement :

Balance on hand June report, 1872	\$3,019 54
Received for tuition	3,529 32
Sale of lots	1,050 13
Interest on bonds	910 47
School fund	1,333 04
	<hr/> \$9,842 50

PAID OUT.	
Teachers	\$5,210 40
Bonds	3,015 00
Repairs	720 43
General expenses	434 71
Janitor	195 00
	<hr/> 9,575 54
Balance on hand	<hr/> \$266 96

The Primary Department includes the 4th, 5th, 6th, and 7th grades ; the Grammar Department includes the 1st, 2d, and 3d grades. The school is organized under a Board of Trustees, of which Judge J. L. Caldwell is Chairman. The faculty consists of R. W. McRery, Principal, and five grade teachers. The following is the

COURSE OF INSTRUCTION.

Grade 1.—Elementary Algebra ; Composition and Rhetoric ; Natural Science ; Writing ; Cæsar (elective) ; Virgil (elective) ; Spelling.

Grade 2.—Arithmetic (completed) ; History of the United States ; English Grammar and Composition ; Spelling ; Latin Lessons (elective) ; Latin Reader (elective) ; Reading ; Writing.

Grade 3.—Arithmetic ; Mental Arithmetic ; Geography ; Reading (5th Reader) ; History of the United States ; English Grammar ; Spelling ; Writing.

Grade 4.—Arithmetic (begun) ; Mental Arithmetic ; Geography ; English Grammar ; Spelling ; Reading (4th Reader) ; Writing.

Grade 5.—Primary Arithmetic ; Mental Arithmetic ; Primary Geography ; Spelling ; Reading (3d Reader) ; Writing.

Grade 6.—Primary Arithmetic ; Geography (oral instruction) ; Spelling ; Reading (2d Reader) ; Writing.

Grade 7.—Arithmetic—to count objects, and read Arabic figures ; simple questions in Addition and Subtraction ; Spelling—from dictation the words in reading lessons ; Reading (1st Reader) ; Writing.

FRANKFORT.

The Frankfort Public School embraces three departments, viz: the Primary, Intermediate, and Grammar—divided into ten grades. The board (of three Trustees) is elected for two years by the qualified voters of Frankfort. One of their number is chosen for president and another for secretary. The school is supported by a tax of twenty-five cents on each one hundred dollars' worth of real estate within the city, yielding about \$5,500 annually; by \$2,085 from the State apportionment, and receipts of tuition from non-residents, amounting to six or eight hundred dollars. The school has one principal, Prof. S. P. Browder, who is a most competent conductor of such an institution, and eleven grade teachers. The salaries of assistant or grade teachers range from three hundred to eight hundred dollars. The average cost per pupil is about twenty dollars. The average attendance of pupils is about 425. The building is large, handsome, well-furnished, and cost about \$40,000. A cut of it is printed on the cover of this report.

In connection with the school is a training class, receiving special attention from Prof. Browder, which is designed to furnish a home supply of expert teachers. The experiment, though of short duration, has been justified by the results, as several efficient teachers now engaged were educated for their office in it. The school is under most excellent discipline, and is justly regarded by the citizens of Frankfort as their greatest blessing (not excepting the Capital).

The course of study is thoroughly graded, and the Superintendent will take pleasure in sending it to any person interested in the grading of a city school.

It is in contemplation to add a High School Department, and when this is done, Frankfort will have thoroughly equipped her educational appliances.

LOUISVILLE.

The School Board is composed of a president (B. F. Camp), a vice president (L. L. Warren), a secretary and treasurer (D. McPherson), a superintendent (Geo. H. Tingley, jr.), and two members from each of the twelve wards. There are eighteen district schools, a Male High School, a Female High School, a Training School, and a Colored School. Several of the buildings present a fine architectural

appearance, particularly the Female High School building, which has just been completed. The Colored School building is a model of modern taste, and a monument to the generous sentiment of Louisville.

I had hoped to present the scheme of classification of the studies, but up to the time of putting this report to press, have been unable to procure the revised course.

The following statistics have been collated from Superintendent Tingley's forthcoming report :

MALE HIGH SCHOOL.

Number pupils enrolled during year	222
Number pupils remaining at end of year	172
Average number belonging during year	192
Average daily attendance during year	183
Average number teachers employed	8
Amount paid for salaries	\$13,489 40
Amount paid for expenses	779 57
Total	\$14,268 97
Cost per pupil on number belonging for salaries	\$69 53
Cost per pupil on number belonging for expenses	4 01
Total	\$73 54

FEMALE HIGH SCHOOL.

Number pupils enrolled during year	368
Number pupils remaining at end of year	300
Average number belonging during year	326
Average daily attendance during year	304
Average number teachers employed	11
Amount paid for salaries	\$12,819 25
Amount paid for expenses	860 32
Total	\$13,679 57
Cost per pupil on number belonging for salaries	\$39 30
Cost per pupil on number belonging for expenses	2 63
Total	\$41 93

WARD SCHOOLS.

Number of pupils enrolled during year	13,696
Number of pupils remaining at end of year	9,217
Average number belonging during year	9,627
Average daily attendance during year	8,371
Average number of teachers employed	223.8

Amount paid for salaries	\$136,065 82
Amount paid for expenses	9,325 35
Total	<u>\$145,391 17</u>
Cost per pupil on number belonging for salaries	\$14 13
Cost per pupil on number belonging for expenses	97
Total	<u>\$15 10</u>

HIGH AND WARD SCHOOLS AND TRAINING SCHOOLS.

Number of pupils enrolled during year	14,322
Number of pupils remaining at end of year	9,727
Average number belonging during year	10,189
Average daily attendance during year	8,887
Average number of teachers employed	245
Amount paid for salaries	\$164,867 52
Amount paid for expenses	10,965 24
Total	<u>\$175,832 76</u>
Cost per pupil on number belonging for salaries	\$16 19
Cost per pupil on number belonging for expenses	1 08
Total	<u>\$17 00</u>

Cost of the schools, including German, repairs and improvements, general expenses, interest, and rent	\$243,203 79
Cost per pupil	<u>23 88</u>

COLORED SCHOOLS.

Number of pupils enrolled during year	1,012
Number of pupils remaining at end of year	856
Average number belonging during year	548
Average daily attendance	457
Average number of teachers employed	1½
Amount paid for salaries	\$3,628 85
Amount paid for expenses	522 25
Total	<u>\$4,151 10</u>
Cost per pupil on number belonging for salaries	\$6 62
Cost per pupil on number belonging for expenses	95
Total	<u>\$7 57</u>

TRAINING SCHOOL.

Number enrolled	36
Number remaining	34
Number belonging	34
Daily attendance	31
Number of teachers	1½
Salaries	\$2,493 05
Cost per pupil for salaries	<u>73 32</u>

SCHOOL PROPERTY.

Estimated value of lots	\$200,100 00
Estimated value of buildings and furniture	603,500 00
Total	<u>\$803,600 00</u>

PADUCAH.

Organized under a School Board elected by the people. The schools are classified as Primary, Intermediate, and Grammar. There are nine grades. The Grammar Department includes the 1st and 2d grades; the First Intermediate Department the 3d and 4th grades; the Second Intermediate Department includes the 5th and 6th grades; the Primary Department includes the 7th, 8th, and 9th grades. There is a Principal of a Male High School, and a Principal of a Female High School, and a Principal of each of the three District Schools. Beside the five Principals, thirteen teachers are employed. German is taught. Five buildings are occupied, the aggregate value of which is \$29,100. Two of these—valued at \$8,000—are rented buildings. The revenue not derived from the State is raised by a local tax. Thomas F. Terrell is President of the School Board, and Jno. R. Puryear is Secretary; T. N. Wells is Superintendent.

The Principal of the Male High School is paid \$140 per month, and of the Female High School \$150 per month, and the Principals of the District Schools average \$58 per month. The grade teachers are paid \$40 per month. In the Male High School, the 1st Assistant is paid \$125 per month; the 2d and 3d Assistants \$50. The German teacher is paid \$90 per month.

STATEMENT SHOWING THE COST OF THE SCHOOLS, AND OF EACH PUPIL PER MONTH.

Average cost of the schools, per month, for the five months ending January 31st, 1873	\$1,356 83
Whole number of pupils enrolled—boys, 475; girls, 530; total	1,005
Average cost of each pupil per month	\$1 34
Whole number of teachers employed (exclusive of the teacher of German and music)	17
Number of female teachers	13
Number of male teachers	4
Number of pupils to each teacher	59
Total amount paid teachers per month (including the teacher of German and music)	\$1,130 00
Average salary paid male teachers per month	116 00
Average salary paid female teachers per month	45 38
Total average salary paid teachers per month	62 78

DOVINGTON.

Organized under a Board, of which Dr. T. N. Wise is president, W. G. Stone clerk, Joseph M. Ranson collector, and Dr. John W. Hall superintendent. The nine wards have each two members. The High School has a Principal (J. W. Hall, jr.), four Assistants, and a janitor. There are four intermediate and four district schools, each having a Principal, and, all together, employing forty-four grade teachers.

The whole number enrolled in the High School is 153, and in the grade schools 3,050. The per cent. of attendance is 90. The High School course, which is thorough, embraces a period of four years. The Intermediate schools have two grades. The District schools have six grades each. German is taught. The expense for teachers' and janitor's service is \$31,350. The expense per pupil, enrolled, does not exceed \$11. A tax of one mill upon the dollar, a capitation tax, and the apportionment received annually from the State, and such other sources as the city council shall designate, constitute the fund.

MANUAL OF SCHOOL-HOUSES.

I.

Good school-houses attract good teachers; poor ones repel them, and bring education into disrepute.

The essential requisites of a school-house are briefly these:

1. A desk and seat for each pupil.
2. Aisles.
3. A teacher's platform.
4. A teacher's room.
5. Separate ante-rooms for the boys and girls.
6. Arrangements for warming, ventilating, and lighting.

Extensive rows of backless benches must be discarded. As soon as a child begins to write on a slate he needs a desk to lay the slate upon. If allowed or required to rest the slate or book upon his knee, a habit of stooping is acquired which leads to bodily deformity and organic disease. There are two styles of desks in use—the single and the double.

VENTILATION.

The remedies for these evils are simple. They lie wholly within the reach of those who have charge of the construction of the school buildings and the management of the schools. In the first place, the causes which render the air impure should be abated as far as possible. When the air becomes impure it should be driven out and pure air supplied in its place; or, more definitely—

1. The floors, walls, and furniture should be kept perfectly clean.
2. Personal cleanliness of the pupils should be enforced.
3. In constructing the building, provision should be made for expelling the vitiated atmosphere as fast as it becomes impure.

4. At the same time arrangements should be made for admitting pure, fresh air from without.

This is simply driving out our enemies and entertaining our friends.

A room to be healthful should contain not less than one hundred and eighty cubic feet of atmosphere to each person in it. And this entire volume should be changed every hour.

This can easily be done by availing ourselves of the fact that, when the temperature of any portion of the atmosphere is raised three or four degrees higher than that with which it is in communication, it immediately ascends. The expelled breath, being

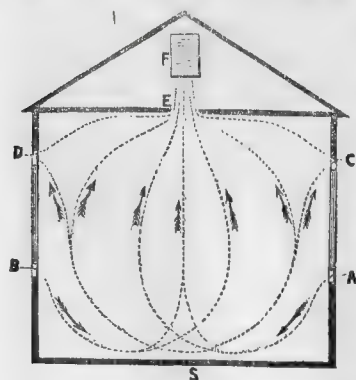


Fig. 1. Vertical section of school-house, showing air currents.

warmer and lighter, rises to the upper regions of the room, carrying with it the waste material from the lungs. It needs no argument to show that, if this can be allowed to pass off, the purity of the air will be maintained much longer than if confined.

SUMMER VENTILATION.—To show practical working of what is termed ventilation, or the controlling of air currents, let us suppose all the openings, as shown in the figure, are closed, except those under the sashes at A and B. As the cool air comes in at these from outside it drops to the floor, as shown by the dotted lines and arrows. The warm air of the room which lies below the level of A and B can at the same time escape; but that which is above cannot. The colder and heavier air below buoys it up. By contact with the fresh air, a portion of it becomes cooled, descends, and passes out at the openings. Now lower the upper sashes. The air in this region of the room will pass out at the openings C and D, as represented, both from below, and, on account of general movement of the air, from above. The change is rapid, and the result invigorating to the inmates.

In mild, pleasant weather, lowering the upper sashes will ventilate the room sufficiently. But when storms and high winds prevail, it is necessary to keep the windows closed. To meet this emergency, let there be an opening in the ceiling at E, two or three feet square, closed by a fan-door hung on pivots. Place a Venetian blind, with broad slats, in the gable at F; or, if you prefer it, a fan-door instead of the blind. Let both the fan-doors be controlled by cords, which come down within reach in the room, to be opened or closed at pleasure. Suppose they are open and the sashes closed. The general direction of the warmer air is represented by the lines tending towards E and F. When storms occur the windows may be opened on the opposite side of the room from the direction of the wind to admit a fresh supply of the external atmosphere.

This very simple mode of accomplishing our object has the further recommendation of being easily and cheaply constructed. It will not be sufficient to provide the one opening at E and allow the bad air to accumulate in the loft. There should not only be an opening in one, but in both gables, to allow the air from below to escape, but also to convey away the air in the attic, which, in very hot weather, becomes heated to suffocation by the rays of the sun falling upon the roof.

WINTER VENTILATION.—In cold weather our plan for ventilation must be changed. Instead of conveying away the heated air, we wish to retain it in the room as long as it is pure. Then drive it out and introduce fresh air. The fetid matter from the breath rises with it at first; on cooling, it descends. It may be said to pervade every part of the room. Let us now unite two operations, that of warming and ventilating. Prepare a stove as described. This will give us an unbounded supply of pure air warmed by the heat of the stove before it enters the room. For a room of fifty pupils we construct two ventilating tubes, each ten inches square in the clear, and place them on opposite sides of the room; or, one of fifteen inches, and place it at the end opposite the doors. They extend from the

floor to the peak of the roof, and there terminate in some "ejector," as Emerson's, or the American. An aperture is made in the tube near the ceiling, and another near the floor. They are readily closed with tight-fitting doors. All the joints of the tubes are air-tight. By opening the lower aperture the air escapes into the tube and passes off. When the fire is burning briskly the pure hot air rises to the ceiling, the cooler falls to the floor, and is thus conveyed away. The dust, smoke, and all impurities may soon be exhausted from a room in this way. To cool a room suddenly, open both the upper and lower ventilator.

FORCED VENTILATION may be secured at all times by placing a stand for a lamp, or in cities where gas is used, a gas-burner, in the ventilating tube. It may be situated five feet from the floor, and be accessible through a door in the side of the tube. On starting the flame an uplifting column of air will always be obtained, which can be relied upon for carrying away the foul air under all circumstances.

Care must always be taken that cold air, when admitted, does not fall upon the heads or backs of the occupants. It should be diffused so evenly and gently as to produce no perceptible currents. A fine screen, judiciously placed, through which the air may pass, will effect this object. Its position may be overhead, and the air permitted to "sift" into the room in that manner. But in common practice the careful attention of a teacher will regulate this matter.

WARMING.

An even temperature is promotive of the greatest comfort and health. In an overheated room the system becomes excited; the children grow restless, peevish, and disorderly, the teacher nervous and irritable. Relaxation will follow, exposing the system to insidious attacks of fevers, lung diseases, scrofula, &c. A cold room is scarcely less harmful. The modes of heating most commonly in vogue are the fireplace and the stove.

THE FIREPLACE, first used six centuries ago, still retains a strong hold in wooded regions. Although it wastes fully three fourths of all the heat generated, yet it likewise changes the air of a room rapidly, and conveys away at the same time the impurities which may exist in it. By contracting the openings of the front, and the passage at the throat of the flue, it is made less wasteful of fuel.

The position of the fireplace is shown in Fig. 5. When the room is large two will be needed, one at each side. The chimney tops must be carried up higher than the peak of the roof, and be well braced, that they may not blow over.

STOVE.—A good stove will not waste more than a fourth of its heat. Of those in common use for country schools, where wood is abundant, the style known as the six-plated reversible flue is regarded as most economical of fuel. Some of the newer styles of coal stoves are still better. In larger rooms two wood stoves will be needed.

The best arrangement for warming a room is by a stove placed in the centre, encased with a covering of zinc or galvanized sheet-iron,

about a foot from the stove. Let a pipe open into this space from underneath connecting with the external air. It should be closed by a damper. There is to be a door in the casing opposite the stove door through which to attend to the fire. The top of the casing is perforated with holes for the passage of the heated air, or is supplied with a register. By the use of a stove and the appendages here described, in connection with the ventilating tube, the heated air rises to the ceiling, while the cold and somewhat impure portion is drawn from the lower part of the room. The newly heated air is the purer. After it has risen it is then dissipated throughout the mass of atmosphere around it until the whole becomes pleasant and comfortable. The position of the stove is at S, Fig. 1.

The proper temperature of a school-room is between sixty-five and seventy-two degrees Fahrenheit.

LIGHTING.

Too much light on the eye causes pain; if long-continued, blindness. Too little light compels the student to bring the head too near the book, induces a habit of stooping, and produces near-sightedness. Cross-rays—those falling on the eye from an end and a side of a room—are injurious. To a disregard of these facts may be traced the early failing of that strength, clearness, and beauty of the eye—for which nothing can compensate.

The mean to be secured is an even, mild, mellow light that shall not pain by its intensity nor strain the nerve by its faintness.

The admission of light must be regulated by the windows. They should not come nearer the floor than four feet, and should extend high up towards the ceiling. The reasons are two-fold. If they descend near to the floor, the air admitted by raising a window will strike on the necks and heads of the pupils. There will be unnecessary temptation to turn the attention to what may occur outside. Again, the light which is admitted at the top of the window diffuses itself more equally through the room, and falls on the book and the eye more acceptably. Venetian blinds with movable slats are the best appliances we have for regulating the admission of light. Those placed on the outside have some advantages in defending against the heat and protecting the glass from accident, but those inside are more manageable. Quite a perfect adjustment may be obtained by the use of both kinds. But it will often happen that neither will be supplied. Curtains may then be made to take their place. Their color should be pleasant to the eye, as green. They should be arranged to lower from the top instead of rolling up from the bottom. In that way the light will be more agreeably diffused through the room. When, for purposes of ventilation, windows are placed in front of the pupils or facing the teacher, they should be provided with thick curtains, capable of excluding all the light when necessary.

While on the subject of windows a hint may be offered on a ready way to lower the upper sash when it has no weights. Take a chisel and mallet and cut out a strip of the casing underneath the sash, say twelve or sixteen inches. Nail an inch strip against the

casing so that it will come close to the side rail or stile of the sash. Bore a quarter-inch hole through the stile and into the strip just nailed on. One hole through the stile is sufficient; three are needed in the outside strip. With the use of an iron pin or hard wood peg the sash may be held to any required height. In default of a strip being nailed to the outside casing, holes may be bored through both the upper and lower stiles to answer the purpose about as well. For further security a button let into the opposite stile, say half way from its top, may be made to hold the upper sash in place when closed.

PLANNING THE SCHOOL-HOUSE.

How large shall the school-house be? The answer to this question will depend chiefly upon the number of pupils to be accommodated, but in part upon the system of teaching adopted, and will always be influenced by the kind and style of furniture used.

THE UNITS OF MEASURE.—One teacher to a room and forty-eight pupils to a teacher are the full complements that should be allowed. Where more teachers are required there must be more rooms.

When the school increases beyond the number which the teacher can attend to, the teacher's room may be used as a class-room by an assistant, or one of the advanced pupils, in hearing the recitations of the beginners. All the plans contemplate this as a probable necessity, and have been arranged accordingly.

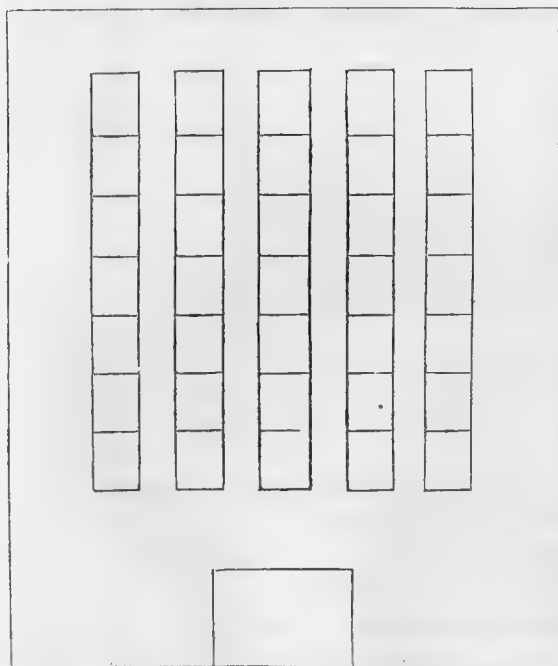


Fig. 2. School-room for thirty-five pupils at single desks.

The divisions in the rows represent the spaces occupied by the desks and seats. Single desks 2 feet in front by $2\frac{1}{2}$ feet in the row; inside aisles $1\frac{1}{2}$ foot; side aisles $3\frac{1}{2}$ feet; end aisles 3 feet. Teacher's platform, 5 x 6 feet. Size of room, $28\frac{1}{2}$ x 23 feet.

Suppose the school officers on counting up find that they need to provide a house for thirty-five or forty pupils. Only a small building is required. Let us lay two plans: one for seating each of the pupils at a desk alone; the other, two at a desk. The thirty-five pupils, if seated separately, would of course require thirty-five desks. They are to be arranged in convenient form for the observation and instruction of the teacher, as well as for their own

comfort. Let us divide them into five rows of seven in a row. Set them a foot and a half apart to give passage ways. This forms a parallelogram-shaped block sixteen feet across in front and seventeen and a half deep. Add an aisle three and a half feet to each side, the total width is sixteen feet. An aisle of three feet in rear, another of three feet in front next the platform, with the width of the platform, five feet, added, will give a total length of twenty-eight and a half feet. The teacher and each pupil has an average space on the floor of nearly twenty feet. This is a very suitable form for a school-room.

Full-sized double desks occupy a floor space equal to 4 feet in front by $2\frac{1}{2}$ feet in rear. The side aisles are $3\frac{1}{2}$ feet wide; inside aisles, 2 feet; rear aisle, 3 feet; front aisle, 3 feet; teacher's platform, 5 feet. The sizes of the teacher's room and ante-rooms are shown in the engraving.

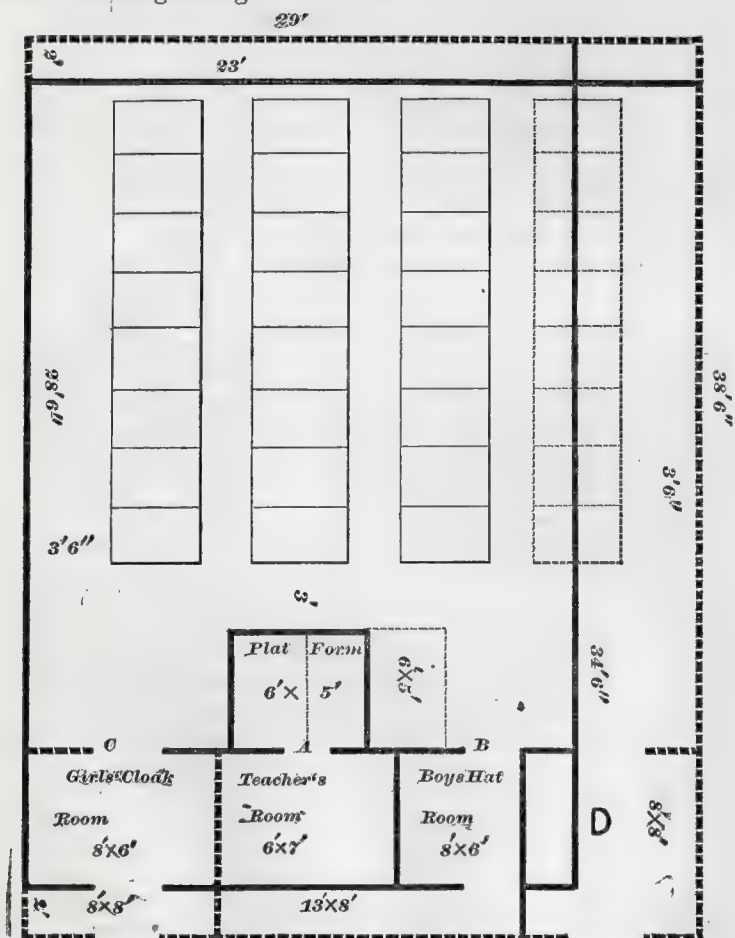


Fig. 3. A diagram showing the mode of arranging school-rooms for 42, 48, 56, and 64 pupils at double desks. Also the size and position of the teacher's room and ante-rooms adjoining.

PLAN OF SCHOOL-HOUSE FOR FORTY-TWO PUPILS.—Forty-two pupils will require twenty-one double desks. The most convenient form in which they can be arranged is to divide them into three rows of seven in a row. These are indicated by the continuous lines. Those with dotted lines have reference to other plans. Allowing for aisles and platform as above, the size of the plan is $28\frac{1}{2}$ by 23 feet. Each pupil and the teacher will have an average area on the floor of fifteen square feet. The height of the ceiling should be 10 to 12 feet. This gives 150 to 180 cubic feet of air to each occupant of the room. The ante-rooms are 8 by 6 feet; teacher's room, 6 by 7 feet. Outside measurement, 36 by 24 feet.

Persons accustomed to living under ceilings not more than seven feet high will be likely to object to the heights here recommended. If they will not waive their objections and require the sides of the rooms to be lower, let the ceiling extend up on the rafters to the collar-beams. It is even better, where the climate will admit, to have no ceiling to the smaller school-houses than to box the children up within such narrow spaces that their health will be continually in jeopardy from the bad air in the room. [See ventilation.]

The positions of the ante-rooms in the plan are properly represented. As the pupils come in and go out they will pass near the teacher and be less liable to be disorderly than if they left the room at the opposite end.

PLAN OF SCHOOL-HOUSE FOR FORTY-EIGHT PUPILS.—Six additional seats are required to be added to the last plan. Throw the rear wall two feet farther back to the heavy dotted line. This, with the few inches gain which will be likely to accrue in seating, will give room for one more desk to be added to each of the three rows. The extra desks are shown by dotted lines. No other change need be made.

The size of the room is $30\frac{1}{2}$ by 23 feet. Outside measurement of plan is 38 by 24 feet. The height of ceiling should be 13 feet.

PLAN OF SCHOOL-HOUSE FOR FIFTY-SIX PUPILS.—To lengthen the room would make it disproportionate for its width. It is better to bring in the rear wall to its former position, making the sides $28\frac{1}{2}$ feet in length and extend on the right, as represented in the cut by the heavy dotted line, far enough to give space for another row of desks (4 feet) and aisle (2 feet), making its size $28\frac{1}{2}$ by 29 feet. Remove the teacher's platform 3 feet to the right. Extend the front wall 2 feet to give an opportunity for enlarging the ante-rooms and the teacher's room. With this number of pupils attending, the teacher will need an assistant, or the aid of an advanced pupil to hear some of the beginners in another room. The ante-rooms will be enlarged to 8 by 8 feet, and the teacher's to 13 by 8 feet. This is practically enlarging the school-room. The ceiling should be $13\frac{1}{2}$ to 14 feet high.

A large sum of money may be expended on a school building of this size, yet a very moderate amount may be made to procure all the substantial advantages in a modest and comfortable structure.

PLAN OF SCHOOL-HOUSE FOR SIXTY-FOUR PUPILS.—Following out the same mode of enlarging as before, we remove the rear wall two

feet and get room for another desk at each of the four rows, indicated in the cut by dotted lines. Each row now contains eight double desks, at which sixty-four pupils may be accommodated. The room is $30\frac{1}{2}$ by 29 feet. Outside measurement 40 by 30 feet.

With a ceiling 14 feet high, and the teacher's room regularly occupied as a class-room, the space to a pupil on the floor would be 15 feet, and the number of cubic feet of atmosphere would be 180. But when the teacher's room should not be occupied and all the desks in the room are used, the air in the room will rapidly become vitiated. To relieve it, as well as to lessen the burden of the teacher, the younger children may be dismissed, or take a recess, after their morning exercises are passed.

In planning buildings which demand accommodations for many pupils, the elements here laid down will aid in arriving at the proper form, size, and general arrangement. It is not well to build several stories high. Two should be the limit. Extend the rooms in either direction. Carry up towers for stairways; or, better still, build piazzas from which to ascend by stairways to the upper story. To avoid many blunders, let the plans be well considered; consult an experienced teacher as well as a good architect before letting the job or beginning the work.

TABLE OF SCHOOL-ROOMS, showing sizes required for the different desks to seat a given number of pupils. The side aisles are $3\frac{1}{2}$ feet; inside aisles, 2 feet; rear aisles, 3 feet; front aisle and platform, 8 feet; space allowed a desk in a row, $2\frac{1}{2}$ feet.

Desk.	Length.	No. pupils.	Size of room.	No. pupils.	Size of room.	No. pupils.	Size of room.	No. pupils.	Size of room.
No. 1	4 ft. 0 in.	42	$28\frac{1}{2}$ by 23 ft.	48	31 by 23 ft.	56	$28\frac{1}{2}$ by 29 ft.	64	31 by 29 ft.
No. 2	3 ft. 10 in.	42	$28\frac{1}{2}$ by $22\frac{1}{2}$ ft.	48	31 by $22\frac{1}{2}$ ft.	56	$28\frac{1}{2}$ by $28\frac{1}{2}$ ft.	64	31 by $28\frac{1}{2}$ ft.
No. 3	3 ft. 8 in.	42	$28\frac{1}{2}$ by 22 ft.	48	31 by 22 ft.	56	$28\frac{1}{2}$ by $27\frac{1}{2}$ ft.	64	31 by $27\frac{1}{2}$ ft.
No. 4	3 ft. 6 in.	42	$28\frac{1}{2}$ by $21\frac{1}{2}$ ft.	48	31 by $21\frac{1}{2}$ ft.	56	$28\frac{1}{2}$ by 27 ft.	64	31 by $27\frac{1}{2}$ ft.

CONSTRUCTION OF SCHOOL-HOUSES.

The hints on the construction of different styles of buildings, the bills of material and labor, also the specifications attached to several of the designs, have been furnished by master-mechanics or architects skilled in their business.

There is no good reason why a well-built log-house should not be as comfortable as any other. Logs are non-conductors of heat. The sun does not "strike through them," as through a common hollow, or any thin-walled house. The timber can, in wooded regions, be had for the asking. The chopping, hauling, and construction involve more labor than the box-frame style of building, but the "money out" is less. Where labor and timber are plenty and money scarce, let there be more pains taken in erecting the building; then every advantage that is absolutely necessary may be gained. A good log-house will last a generation.



Figure 4. Design for Log School-house.

The main building is 34 by 30 feet, with a lean-to of eight feet, subdivided into a teacher's room and ante-rooms; pitch of roof, 17 feet; projection of eaves, 3 feet; height of ceiling, 13 feet.

The following hints may not be unacceptable.

Select timber which will last well when exposed to the weather. The logs should be 10 to 12 inches in diameter. The sills might be heavier, say 16 inches, squared, hollowed at the ends and pinned, or, better, spiked with 60-penny nails. The floor timbers are mortised with the sills, and supported in centre by a bearing beam. The ceiling, joists, and rafters are lighter, say 7 inches. After they are up the joists may be stayed to the rafters to prevent their settling. Still smaller sticks may be used for the partitions, say 4 or 5 inches in diameter.

There are several ways of making the partitions. One is to lay the logs horizontally between two standards or upright posts at each end. Another is to plough out a groove in larger sticks, squared, say two inches deep. Set up one at each end of a partition, and for door posts. Hew down the ends of the stuff for partitions so they will fit nicely into the groove. This done, put them in their places. This should be smoothly payed on each side with stiff clay, or chinked in the ordinary way. They may also be made of tongued and grooved inch and a quarter stuff, set upright, run into grooves in a head piece above and fixed by strips, nailed each side at the bottom. Let the roof project far over the sides to shield them from the storms and hot sun.

The ceiling may be covered with boards, battened, and the whole inside whitewashed. It is better, however, to lath and plaster when lime, sand, and hair are obtainable. Then, with good furniture, the establishment may well challenge our pride. On such a house not over two hundred dollars in money need be expended to accommodate fifty to sixty-four pupils.

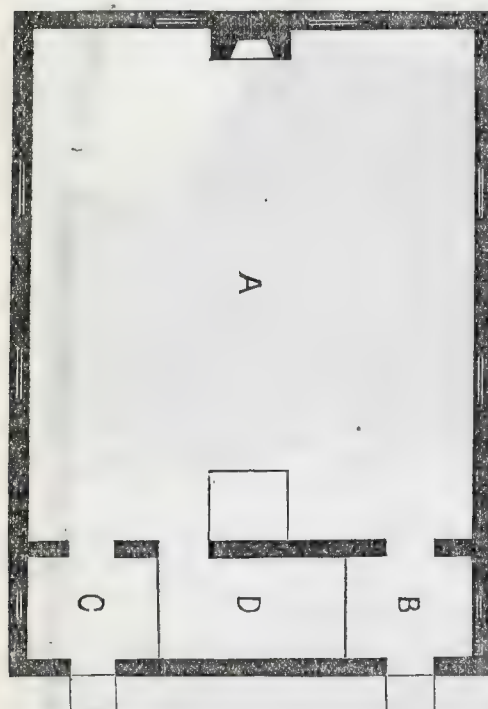


Fig. 5. Plan of Log School-house for sixty pupils.

The finial (the ornament on the peak of the roof) should be made of some regularly branching sapling, the limbs trimmed to even lengths.

DESCRIPTION OF PLAN.

Scale 1-12 inch to 1 foot.

- A. School-room, 32 by 28 ft.
- B. Boys' ante-room, 8 by 7 feet.
- C. Girls' ante-room, 8 by 7 feet.
- D. Teacher's ante-room, 11 by 7 feet.

Size of desks to be used, No. 3.

Side aisles, $3\frac{1}{2}$ feet.

Center aisle, $2\frac{1}{2}$ feet.

Rear aisle, 4 feet.

Outside measurement, 34 by 30 feet.

By using desks, size No. 3, the aisles will be of good width. The first tier of seats should be set about five feet from the back end. To make room for those who come to

the fire, leave out a desk from each of the two middle rows. A screen will be needed in front of the fire. Should it be preferred to have the girls and boys enter their ante-rooms directly from separate yards on either side of the building, this can be attained by changing the doors from the front to the sides, and placing the windows in front. The garret over the school-room is large. It may be used to store extra seats in. There should be a trap-door in the ceiling, and a ladder to ascend to the garret. On one side of the chimney a stationary Venetian blind should be placed to be used in connection with the window in the other end, to allow the air to escape that may become heated in summer or vitiated from any cause. If care be taken in the construction, and then the finishing include lathing and plastering, as well as ventilating and lighting in a proper manner, the log school-house will do well for many years.

THE BOX FRAME is the simplest style of building a house of sawed lumber. It has sills, floor timbers, plates, and rafters, but no

posts, studding, nor framed braces. Let us take the ground plan designed to accommodate thirty-five pupils with single desks, or forty-two at double desks, and erect a building over it. The outside measurement is thirty-six by twenty-four feet. This allows six inches for each outside covering. It will not take quite so much. But as we will not begin by begrudging space, from which comes comfort, convenience, and health to those for whom we most delight to labor, the building may be framed accordingly.

We mortise the side and tenon the end sills, or *vice versa*. They are 6 by 8 inches, framed to lie edgewise, if there is not a continuous wall laid for them to rest upon. The center sill, running lengthwise, also called a bearing-beam, stands two inches lower than the others, and is well supported by frequent piers. Leave the ends of the side-sills on until the sides are up.

The floor timbers are gained down two inches at the outer ends, and come flush with the sill. The ends which rest on the bearing-beam are not gained at all. Spike them to the sills. When the floor is laid the building cannot spread. Care has, of course, been taken that the piers are level and correspond to the ground plan.

Inch and a quarter plank 8 or 10 inches wide are used for the siding. they are first cut to lengths. We commence at the corners. Take two plank; saw off one so that it will fit over the projecting end of a sill; nail them together; set up; plumb and stay. The same at the other corners. The plates having been cut the length of the side-sills, may be raised to their places, even height with the corner-boards, nailed to them, and shored up in the centre. Put up scaffolding from which to nail the upper ends of the siding. Side up. Leave no openings for doors or windows. Saw them out afterwards wherever you want them.

A shorter way, where there are half, a dozen workmen on the job, is to make a platform of the floor timbers and roof boards; lay a side sill in place and a plate the right distance inside to nail the siding to. Look out that the ends are even and that the first plank nailed on is at right angles with both sill and plate. They have all been cut to lengths, and may now be nailed on rapidly. This done, all hands take hold, raise the side to its place, plumb, and stay. Serve the other side in the same way.

A slip-mortise is preferred by some builders for the ends of the sills to the common mortise and tenon. The side-sills are cut to the right length. The mortise is made quite out to the end. The tenon on the end sill is left the whole width of the stick. They are slipped together and spiked with 60-penny nails. The spikes are far preferable to wooden pins. They

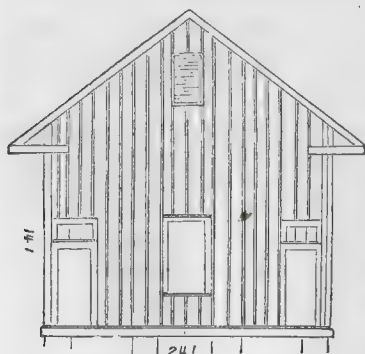


Fig. 6. End Elevation.

are cheaper and hold better.

The beams or ceiling joists are gained down one inch and a quarter. Raise the two end ones first; then the rest. If they are to be lathed on they will be placed either twelve or sixteen inches apart from center to center. If not, two feet is near enough. Nail them firmly to the plates to prevent the spreading of the roof. Next put on the roof. Finish with the corner boards, base, battens, &c. Cut out for the doors and windows, and case up the openings. The engravings explain themselves. They present a view of the position of the doors and windows, the Venetian blind in the gable for ventilation, the rafters and ridge-board, to which they are nailed to keep them in place, the piers, &c. In finish it is perfectly plain. The eaves project three feet. To correspond, let the corner board, base, &c., be broad and heavy. Then the building will not look mean and poverty-stricken, but seem to be devised with some degree of liberality.

The overhanging eaves, besides improving the appearance of the house, carry the water which falls on the roof quite away from the sides. They also shield them from the sun's rays, and allow the windows to be lowered from the top for ventilation on rainy days. Thus they make the building more comfortable and lasting.



Fig. 7. Side Elevation.

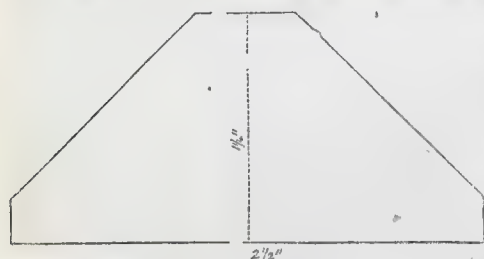


Fig. 8. Cross section of a batten. Full size.

A batten to be worth anything must have its corners chamfered off, as shown in the cut. When this is done the action of the sun and weather makes it hug the siding more closely. When it is neglected the same causes curl up the edges, draw the nails, and leave the cracks exposed, which they were made to cover.

The material for battens should be straight-rifted, heart stuff, an inch and a half thick, two and a half wide. The expert workman, who studies how to save labor, will make a box in which to place the battens one after another, and chamfer off their corners rapidly and nicely with a drawing-knife. If the under side of the batten was grooved out it would still be an improvement. It will hardly pay to do that by hand.

The stationery Venetian blind in the gable is for purposes of ventilation. The slats should be broad, and placed near together to prevent storms beating in. A fan-door, hung on pivots, is placed in the ceiling, to be used in regulating the escape of impure air from the room.

BILL OF MATERIALS AND WORK FOR A BOX-FRAME BUILDING 36 BY 24 FEET; CEILING, 12 FEET; PITCH OF ROOF, 6 FEET; PROJECTION OF EAVES, 3 FEET.

	Feet.
Sills, 2 pieces, 6 by 8 inches, 38 feet long	304
Cross sills, 1 piece, 6 by 8 inches, 38 feet long	152
Cross sills, 2 pieces, 6 by 8 inches, 25 feet long	200
Plates, 2 pieces, 2 by 6 inches, 36 feet long	72
Floor timbers, 30 pieces, 2 by 12 inches, 24 feet long	1,800
Ceiling joists, 12 pieces, 2 by 8 inches, 24 feet long	384
Rafters, 26 pieces, 3 by 8 inches, 18 feet long	936
Roof boards	1,400
Flooring (surface measure), 960 ($\frac{1}{4}$ added, 240)	1,200
Siding (surface measure), 1,930 ($\frac{1}{4}$ added, 480)	2,410
Finishing stuff for door and window frames, casings, base, battens, &c.	2,500
Total	11,360
Shingles	12,000
Doors	5
Windows	7
Nails in following proportions: shingle, 60 pounds; 8-penny, 40 pounds; 10-penny, 400 pounds; 12-penny, 100 pounds; 20-penny, 33 pounds; 40-penny, 34 pounds; 60-penny, 33 pounds. Total kegs	7
Brick (8 by 4 by 2 inches)	400
Carpenter's work, days	230

We have now only the shell of a house. It may be used without plastering the side walls; but the ceiling should be lathed and plastered. The partitions may be of inch and a half stuff, planed, tongued, and grooved, and set endwise. Or without tongues and grooves, in the rough, battened and whitewashed, as all the insides of the rooms should be. Many a school is prospering in poorer quarters. In the extreme South, where private dwellings have been occupied for years without plastering, and considered comfortable, this style of house will do well to commence with, especially if nicely furnished. If the house stands in an exposed position, where the winds would be liable to injure it, boards may be nailed on the inside at an angle of forty-five degrees with the siding to make it perfectly staunch and secure.

The extra expense for lathing and plastering would be but trifling. The following are the additional items:

Laths, 4,650; wainscoting, two feet on front end and sides, four feet on back end, and in the ante and teacher's room, 540 feet; lath-nails, 20 pounds; plastering, 340 yards; mason's work, including chimney, 34 days.

The materials for a balloon frame building of the above description include those already given and the following additional:

For frame, 2 by 6 inches, 1,400 feet long; partitions, 3 by 4 inches, 432 feet long; nails, 10-penny, 200 pounds; carpenter's work, 40 days.

For the method of constructing a balloon frame, reference may be had to paragraph 56.

There are other methods of erecting wooden buildings without frames; as, for instance, using strips of boards sawed to widths of $5\frac{1}{2}$ and six inches. They are laid flatwise, commencing with a 6-inch strip, then a $5\frac{1}{2}$ -inch, and so on, alternating. The outer edges are carried up plumb. The walls are then ready for the plastering with-

out lathing. No regard is paid to the openings for windows until the sides are laid up to the height of the frames. The openings are sawed out and the frames set in. The same with the doors. Finally, cover with siding to prevent storms from driving in

This makes a cool house in summer and a warm one in winter. Yet it is not so cheaply built as the box frame just described. The use of concrete is considered under the head of cottages.

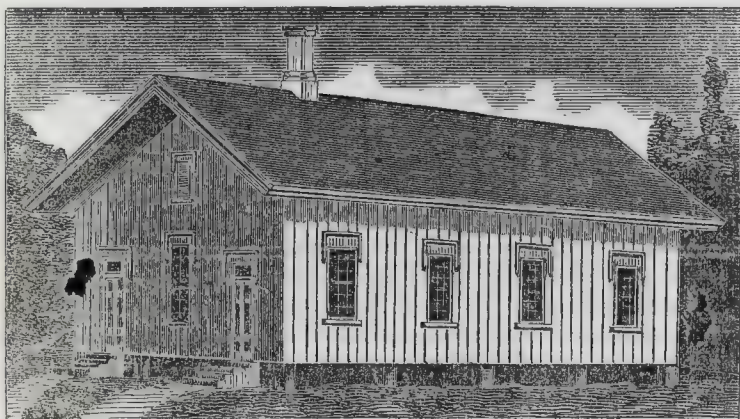


Fig. 9. Design for a Plain Country School-house.

In Fig. 9 we have an elevation in perspective of a plain country school-house. It corresponds in style and general construction to the requirements of a school of thirty-five, forty-two, forty-eight, fifty-six, or sixty-four pupils. The ground plans for these buildings are described in paragraphs 32 to 36, inclusive. The end and side elevations are shown in Figs. 6 and 7. The appearance of the building will be decidedly improved by a good coat of paint, in such colors as will present a pleasing and striking contrast. Suggestions on this point are given under the head of Cottages and School-buildings.

The sills are two and a half to three feet from the ground, on piers of brick or stone. When no better material can be procured, sections of red cedar logs or other enduring timber may be used. They are placed six to ten feet apart. Their height is sufficient to admit of air in order to prevent the accumulation of dampness, which, on low lands, occasions mildew, and is prejudicial to health. Care will be taken that the tops of the piers all lie in the same horizontal plane.

Grading may often be necessary before erecting the building to secure a sufficient slope from the house to carry off water at all times. If the soil be moist, blind drains must be laid through the yard and play-grounds. The platforms at the doors will usually be too small for the children to congregate on, nor is it desirable that they should gather closely around the school-room door. A good coat of gravel on broad walks will be found very useful. Another improvement may be introduced—that of a porch across the whole front end—not to do away with the gravel walks, but to form a shelter for those who

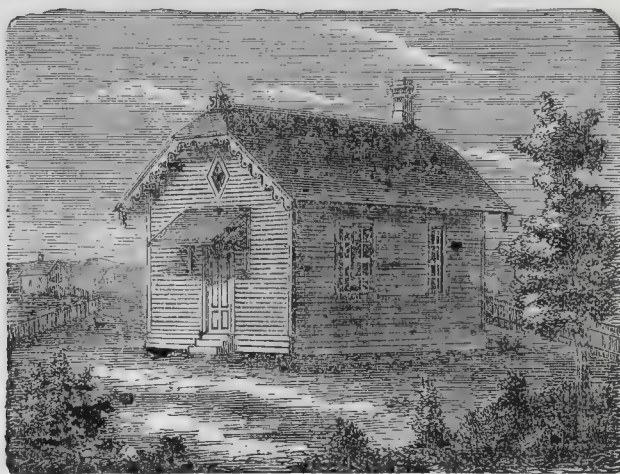
come before the doors are opened, and for protection from the sun when the building is located to face the south. It may be observed, however, that if the front doors are towards the north, the pupils, when at their seats, will face in that direction. Many teachers esteem this an advantage when pursuing the study of geography.

BILL OF MATERIALS AND WORK FOR SCHOOL-HOUSE, 40 BY 30 FEET; CEILING, 14 FEET; PITCH OF ROOF, $7\frac{1}{2}$ FEET.

	Feet.
Frame, 2 by 6 inches, 1,600 feet long	1,600
Partitions, 3 by 4 inches, 560 feet long	560
Sills, 6 by 8 inches, 140 feet long	560
Plates, 3 by 6 inches, 140 feet long	210
Floor timbers, 30 pieces, 3 by 10 inches, 30 feet long	2,250
Bearing beam, 1 piece, 6 by 8 inches, 40 feet	160
Ceiling joists, 13 pieces, 3 by 8 inches, 30 feet long	780
Rafters, 28 pieces, 3 by 8 inches, 20 feet long	1,120
Flooring (surface measure)	1,200
Siding (surface measure)	2,200
Roof boards	1,600
Wainscoting	600
Beards, for finishing	1,500
Total	14,340
Shingles	14,000
Laths	6,000
Plastering, yards	470
Brick (8 by 4 by 2 inches)	1,500
Windows	9
Doors	4
Nails, kegs	10
Carpenter's work, days	320
Mason's work, days	44

II.

The following elevations and plans have been furnished by J. B. Merwin, Editor of the American Journal of Education, St. Louis, Mo They originally appeared in that excellent publication, which is distinguished for its enterprise in everything pertaining to schools:

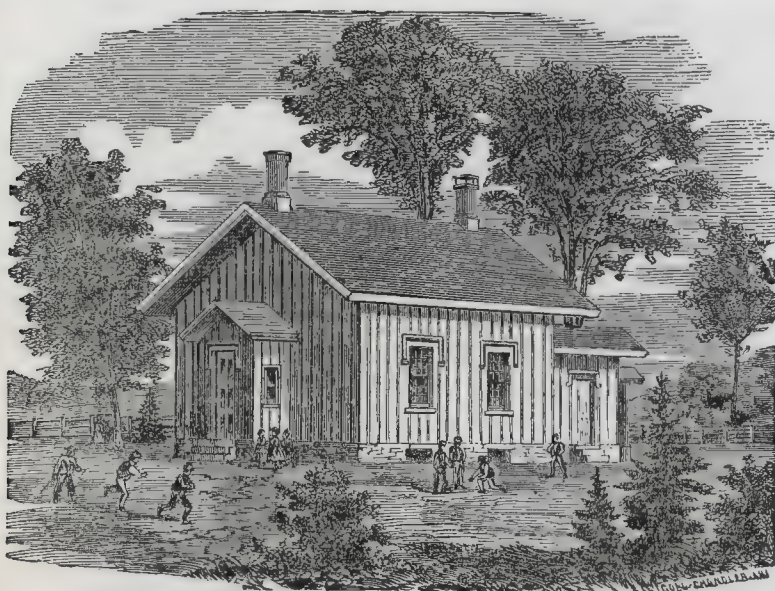


C. B. Clarke, Architect.

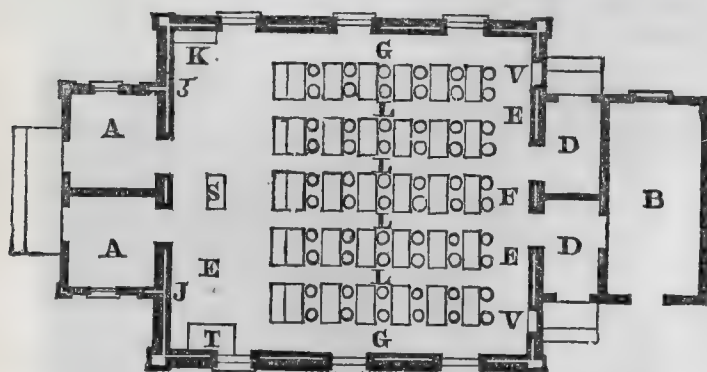
312½ Chestnut st. St. Louis.

A Country District School.

This house can be built at a cost of from \$200 to \$300. We claim, always, that to make the interior of a school-house attractive by furniture, apparatus, and cheerful adornments, is the best possible thing for the refinement of the child. It is, also, true that an attractive exterior goes far to educate the taste of the whole neighborhood. The above cut shows that such attractiveness is not incompatible with cheapness.



Exterior view of a Country School-house.



Ground plan.

PLAN OF DESIGN.—Main building 30x44, 13 feet posts. A A double porch, 16x6. B wood-house, 16x12. D passage, 16x4. E space in front of desks, 10 feet wide. F space in rear of desks, 3 feet wide.

G G aisles, 2 feet wide. L L aisles, $1\frac{1}{2}$ feet wide. H H desks, $3\frac{1}{2}$ feet long. I I recitation seats. J J black-boards. K case for books and apparatus. S stove. T table. V V ventilators.

In the above design we have the double porch, affording ample room for entrances and clothes-rooms; a school-room sufficiently large to give a plentiful supply of pure air; everything necessary to the health and comfort of the pupils, and a building which, without being pretentious, would be an ornament to a district. The diagram is intended to show the disposition of patent gothic desks. By adding ten feet to the length of the building, and making the house the size of the ground plan, it will seat, comfortably, from forty-eight to sixty-four pupils.

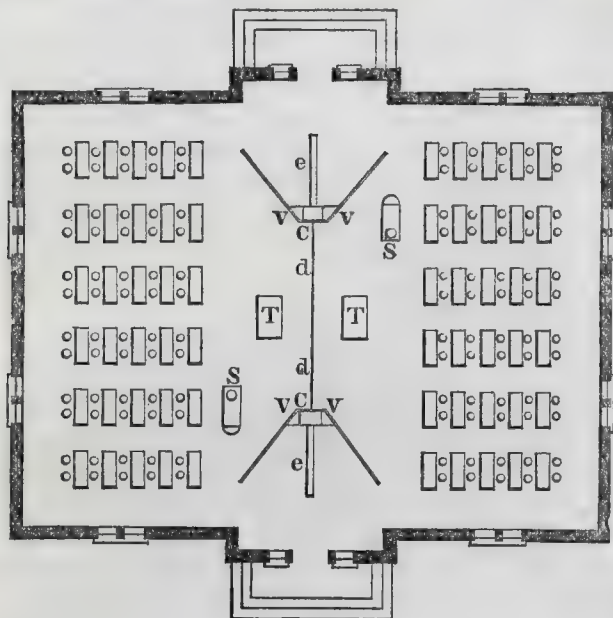


District School Building.

This building is designed to accommodate a school having two departments, a Primary and Intermediate grade. It is adapted to any school in which two teachers are employed. The style of the building is plain, but will admit of ornamentation by pilasters, cornices, brackets, &c. It affords two excellent school-rooms, well lighted and well ventilated, and connected with folding doors, allowing the two departments to unite in general exercises.

There are two entrances in opposite sides of the building, one for boys and the other for girls, and by a somewhat novel arrangement a sort of double half is afforded each side, without the expense of wings. The entire building is 36 by 52 feet, making each school-

room 34 by 25 feet, with 13 feet space between floor and ceiling. Each room is seated for sixty pupils.



Ground Plan.

d d. Sliding doors, sliding into the double partition, e e, partly dividing each hall.

C C. Chimneys coming 2 feet below ceiling, and allowing sliding doors to pass beneath them. S S. Stoves.

V V. Ventilating flues coming down to the floor, and opening above ceiling in ventilating flues in chimneys.

T T. Teachers' tables.

If the desks are $3\frac{1}{2}$ feet long, the middle aisles may be 21 inches each, and the side aisles 2 feet. But for primary pupils it is better to make the desks only 3 feet long, and add the extra room thus saved to the aisles. This building will cost, furnished with patent desks, about \$1,500.



C. B. Clarke, Architect, 312½ Chestnut st., St. Louis.

New Design for a School-house.

The above cut represents an elegant design for a cheap country school-house, built of wood. It contains two rooms, which can be easily thrown into one, seating about 130 pupils.

The system of warming and ventilation is perfect; and, in sparsely settled neighborhoods, where school-houses are frequently used for meetings and other purposes, this would make one of the most useful, practical, and beautiful buildings which could be erected. It would silently and perpetually influence, educate, and refine all in the vicinity.

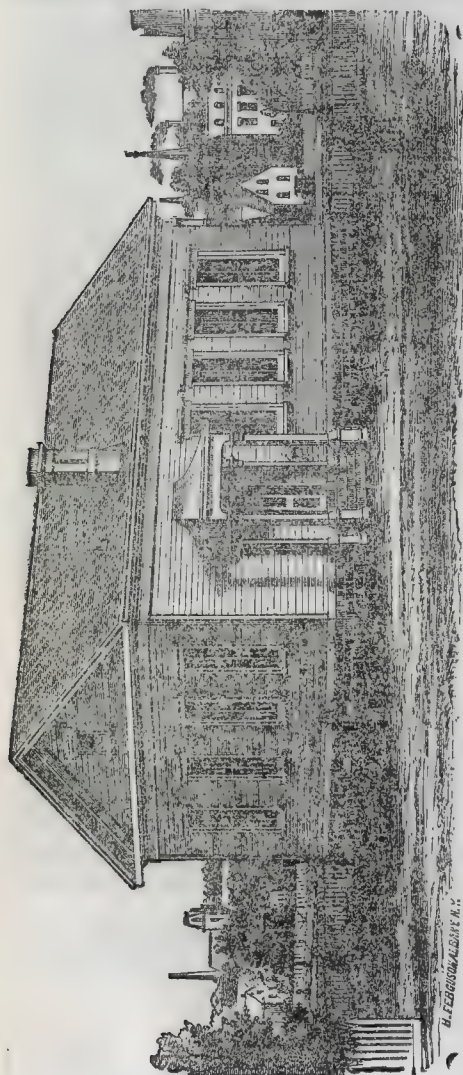
This house can be built and handsomely furnished with the new patent Gothic school desks and seats, teacher's desk, chairs, black-board, globes, maps, charts, bell, etc., for about \$2,500.

III.

The following elevations have been furnished by Messrs. J. W. Schermerhorn & Co., 14 Bond street, New York. They are from architectural designs by S. E. Hewes, illustrating the letter press of a work on school-houses by James Johonnot, and published by Messrs. Schermerhorn & Co. They first attracted the Superintendent's attention in the American Educational Monthly, New York. This house is largely engaged in the manufacture of school aids, such as furniture,

gymnastic apparatus, globes, planetariums, blackboards, and object-teaching aids, and any teacher desiring to know what there is in existence that can materially assist him in the work of the school-room, would do well to send for their large illustrated catalogue.

The above elevation is for a building finished with ordinary siding. The windows are placed in the usual manner, the roof is made with as little pitch as is compatible with the use of shingles. No ornamental work has been admitted. The cornice is plain and substantial, and the building is as cheap as materials can be put together to answer the purpose of a good school-house. The small porch over the steps is a very desirable feature for the comfort of the pupils and for the cleanliness of the house. It affords protection from rains while the pupils are cleaning their feet, and at the same time it relieves in some measure the monotony of the architecture. A glance at the engraving will show that, for just proportions, the roof of the porch is too low, and that when built, it should be elevated as far as the cornice permits.



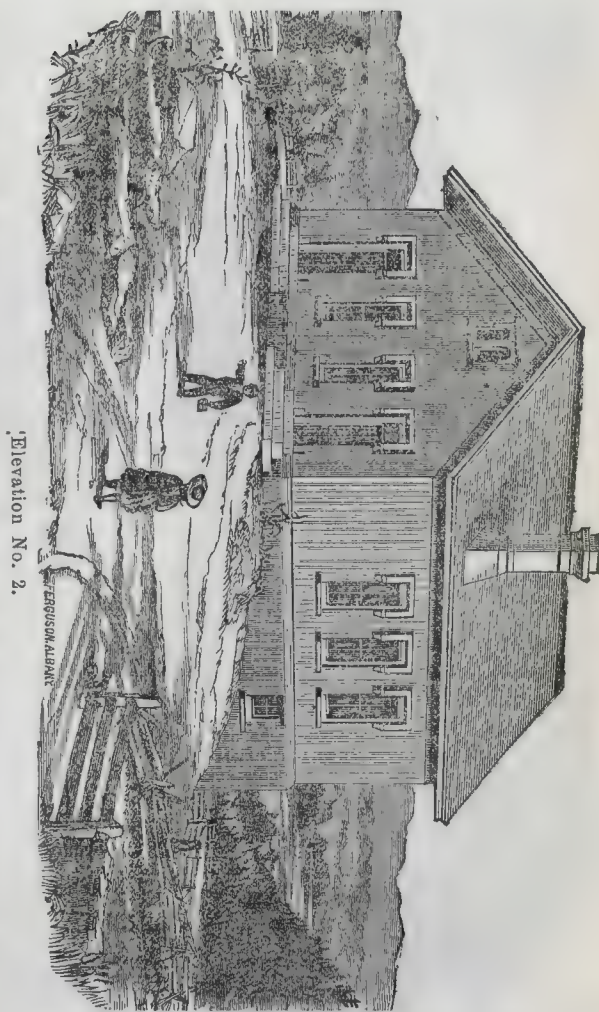
Elevation No. 1.

Country schools generally need accommodations for from forty to eighty pupils. The room is thirty-four by thirty-eight feet, and by slight changes in size it may be contracted or expanded. By adding three feet to the length space is given for ten additional seats, and by making the building four feet narrower there would still be sufficient room for four rows of desks, accommodating forty-eight pupils.

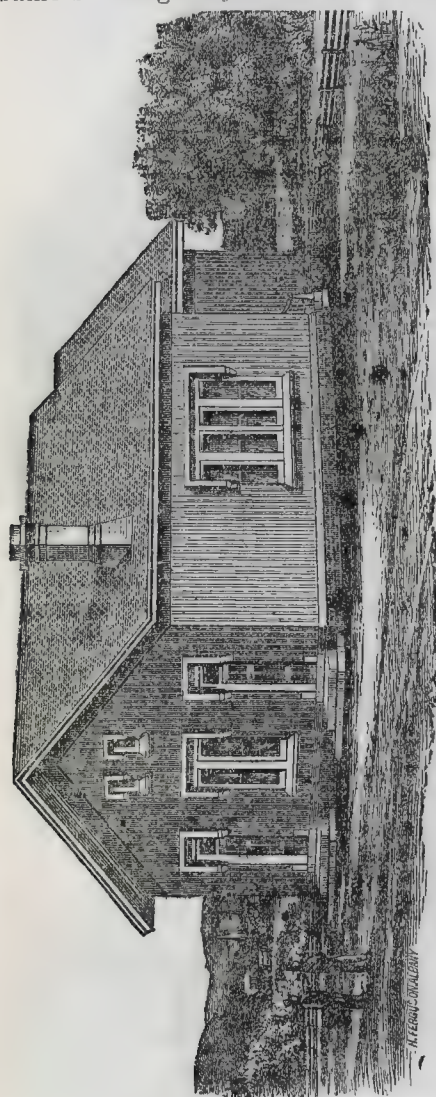
In this design two entrances are provided in front, each of which opens into a room which is at once an entry-way and a lobby for clothes. The space between the two entry-ways can be used for recitations, and a room may be finished in the basement, or added to the rear for the storing of fuel.

This design is well adapted to districts in which the attendance is large during one portion of the year and small at other times. The recitation-room gives an opportunity for the employment of an extra teacher when the school is crowded. The front and back walls of the school-room, between the two doors, should be occupied by a blackboard. The stoves are placed in the front corners of the room and the ventilators in the opposite corners, in accordance with the principles laid down in the portion upon heat and ventilation. This room is supplied with two back entrances opening respectively into the boys' and girls' play-grounds.

This elevation represents a plain but neat and substantial building of wood. The roof has the plain, wide, projecting cornice and eaves which protect the walls of the building, and at the same time give it



an appearance of comfort and solidity. The finish may be of battens, as in the engraving, or it may be of clapboards, or substantially the same building may be made of brick. This elevation is represented



Elevation No. 3.

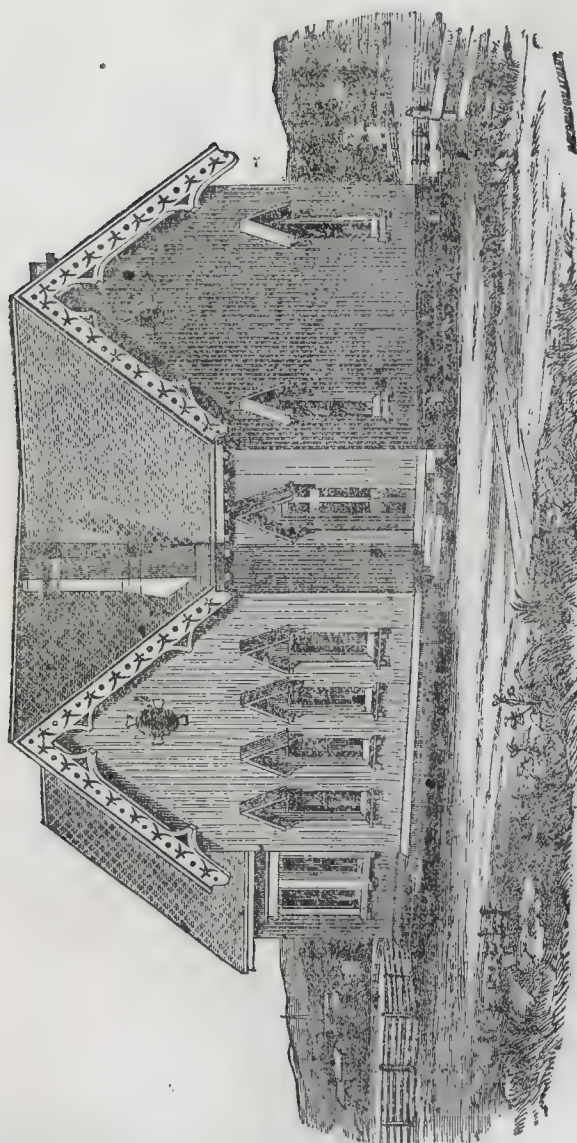
as standing on a hill-side which slopes downward and backward from the house. In situations of this kind the back entrance may be omitted, and the basement may be fitted up for a wood-room. The nearly square form of this elevation, the perfectly plain finish, the arrangement of everything beneath a single roof, and the entire lack of ornamentation, render this one of the cheapest buildings which can be erected. If anything cheaper is attempted it will be by the use of poor materials, by scrimping just proportions, or by diminishing the size, so as to deprive pupils of their due proportion of pure air, and of their freedom of movement. In either case the interests of the school will suffer, and present saving will be effected at a fearful future cost to the children.

It is a wood building, having a plain roof with the ordinary pitch, and wide projecting cornice. The finish may be battens or common siding; the former, however, is to be preferred on the score of appearance. The chimney is high and substantial, and in buildings of this kind, the chimney, being the only projection from the roof, should be built with care. The windows, which are grouped together in the elevation, may be arranged in the usual manner, in which case a side window would open into the porch, and the head-light above the door might be omitted.

Elevation No. 4.



This elevation, represented as finished in brick, may be built of wood. It is a modification of Elevation No. 3, with a change in the shape of the window-heads, the addition of a cupola, and narrow ornamental hoods are placed over the windows and doors.



Elevation No. 5.

This is a plain wooden structure, finished with battens. The projecting cornice is ornamented with filigree work, which may be omitted. The windows and doors are ornamented with simple projecting hoods, put on in the form of gables. The design represents a building with two school-rooms, and another large room which may be used as a single recitation room, or divided into two. The rooms are separated by sliding doors.



Elevation No. 6.

This is a plain and substantial building. Its various features are happily blended, and its general appearance is attractive. The roof is steep, but the gables, instead of terminating in pinnacles, are cut off, and the windows terminate in pointed arches. The large window in the principal gable is finished in a comparatively cheap form, yet it is so arranged as to become a beautiful feature in the building. The materials should be of brick or stone, though wood may be employed. The cupola is an essential part of the building, and cannot be omitted. The design is for a school where two or three teachers are employed, and the disposition of room is the same as in the preceding plan

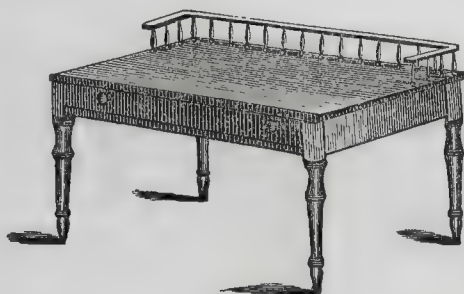


This elevation represents a very plain building, which may be built of wood, brick, or stone. The main building has a square hip-roof, and the projections have ordinary roofs with the corners cut off, and each side is relieved by a vertical projection. The cupola is a necessary part of the structure. The window heads are square, to correspond with the general character of the elevation. If built of wood, the finish might be of battens or clapboards, but the former would best accord with the general style. The low roof, the brack-

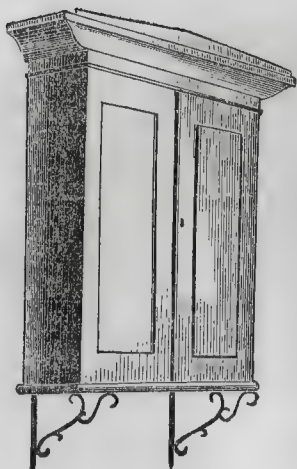
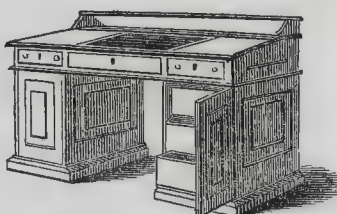
eted cornice, and the general structure of this building, admirably fits it for a low, flat elevation. This building is fitted for a village grade school in which not more than four teachers are employed.

IV.

The teacher should be supplied with a table, of which the following cut is a very good model:



A desk, such as is shown in the following cut, would be found very useful for the safe-keeping of books, papers, etc.:



A Book-case.

The furniture of the teacher's room should comprise two or more chairs, a small writing table, a book-case for library, and a closet. When enlarged to adapt it to a recitation room, seats and blackboards will be required.

We would recommend, instead of the brackets shown in the figure to support the book-case, a suit of large drawers extending down to the floor for wall maps, charts, &c.

Blackboards are indispensable. With them a well qualified teacher can instruct a large class with the same facility as one pupil. The illustrations given on them arrest the attention of children and help to enforce a truth or an explanation. Pupils are fond of working at them in classes. Especially are they important in the instruction of primary scholars. Fifty children may be taught the alphabet and easy reading, as well as the elements of writing, drawing, and arith-

metic, sooner and easier with blackboards than fifteen can without them.

The material for blackboard is white pine, white wood, or other similar grained wood. Yellow pine and some of the hard woods have a coarser and unequal grain, that make them unfit for this purpose. The stuff should be an inch to an inch and a half thick, thoroughly seasoned, planed smoothly, sand-papered down, and set in a frame at the ends so that they may be crowded together in case of shrinking.

BLACKBOARD PAINT.—In color, it should be dark, nearly black. It must be durable as the hardest varnish, yet not glassy. Its surface should be slightly gritty, so as to catch every touch of the crayon, without being harsh or rough. The oil paints become smooth and glossy with wear; to prevent this, add a small quantity of the finest flour of emery or pumice-stone, before using. A few experiments may be necessary to determine the quantity.

A most excellent article is sold by the school furnishing houses. A fair imitation may be produced by dissolving gum shellac in alcohol. This gives "body." Add flour of emery to produce an abrading surface, and lamp-black, moistened with alcohol, to give the color. The liquid should be thinner than paint, and constantly stirred while being applied. A fine hair brush should be used to put it on with; common paint brushes leave the surface rough. To smooth it down take a block of wood that has been coated with the same material, after both are dry and hard, and rub it over the face of the board.

PLASTER BLACK WALL.*—The following directions may be of some use in making plaster black wall:

In the first place, the scratch coat, made with coarse sand, is spread upon the laths as usual, and the brown coat follows, being left a little rough under the "float." When the brown coat is perfectly dry, the black coat is laid on.

This is prepared of mason's "putty" and ground plaster and beach sand, mixed in the usual proportions for hard finish. The coloring matter is lamp-black, wet with alcohol or whisky, forming a mixture of the consistency of paste. This is mixed with the other ingredients just as they are about to be spread upon the wall. The quantity of coloring to be used must be sufficient to make a black surface; *the sufficiency being determined by experiment*—no rule can be given. An intelligent mason can very soon try experiments so as to insure success. It is to be remembered that the black surface requires much more working with the smoothing trowel than ordinary white finish. It should be finished by being softly smoothed with a wet brush. When perfectly dry it is nearly as hard as slate, and almost as durable, if carefully used. Great care should be taken not to put in *too much* lamp-black.

The following recipe is suggestive:

For twenty square yards of wall, take three pecks of mason's putty (white finish), three pecks of clean white sand, and three pecks of ground and calcined plaster; add to this mixture three

* Barnard's School Architecture.

pounds of lamp-black dissolved in three gallons of alcohol, and lay it on evenly and smoothly.

A mason who has had good success in this class of work uses one part hydraulic cement with two of lime in the second coat. The lamp-black is used in this and no skim coat is added. So much depends upon the nature and conditions of the materials employed that it must be left to the experimenter to make the exact combinations in each particular case.

A paper surface that answers well on walls too rough for the chalk or crayon, may be made by taking the stout manilla paper that comes in rolls; cut it the required length; lay it on a table and moisten it with a preparation of glue or paste. The wall should be first smoothed down with a piece of pumice-stone or a brick, and covered with a coating of glue. Apply the paper. When dry, use the best paint that you can get for it. Renew the paint as often as it seems necessary, for the paper itself would soon wear through if left exposed to the abrasion of the chalk.

Slate makes the best blackboard. It is, indeed, the only thing really fit. All the others are temporary substitutes, cheaper in the beginning, but infinitely poorer and finally more costly. They may be ordered through the school furnishing establishments, or obtained at the Eagle quarries, Vermont, of any required size. They are three fourths of an inch thick; never get out of repair; will last for generations. It will always pay to get them where there are several rooms to be furnished.

RUBBER—"The best thing for removing the chalk from the board is a brush, made of the size of a shoe-brush, with the wooden handle on the back, the face being covered with a sheep-skin with the wool on. This removes the chalk at a single sweep, without wearing the surface, and without soiling the hand of the operator. This is a great improvement over a dust-cloth or sponge."

KEEP DRY.—"In all cases let the board be kept dry; never allow a pupil to wet the wiper when removing the chalk."

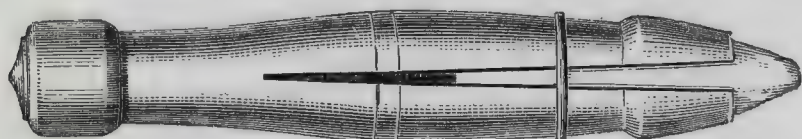
TO RESTORE THE SURFACE.—"By long use, especially if the surface is ever cleaned with a wet wiper, this kind of blackboard becomes too smooth and glossy upon the surface; the chalk passes over it without taking effect, and the light is reflected by it. A very simple wash, applied with a soft brush, will immediately restore it; this wash is made by dissolving one part of glue to two parts of alum in water, so as to make a very thin solution. It is well to have the wash slightly colored with lamp-black. Care must be taken that this wash do not have too much 'body.'" [Barnard's School Architecture.]

We are not yet done furnishing the school-room. There remains to be supplied a variety of lesser articles. To name them will generally suggest their use and importance. As accompaniments of the fireplace or stove, a poker, shovel, and tongs, a sheet-iron ash pail, and a dish for evaporating water, are needed. A broom, dust brush, and dust-pan, mop and mop-pail, scrubbing-brush, wash-basin, and towels, two water-buckets and dippers, door mats, and scrapers—

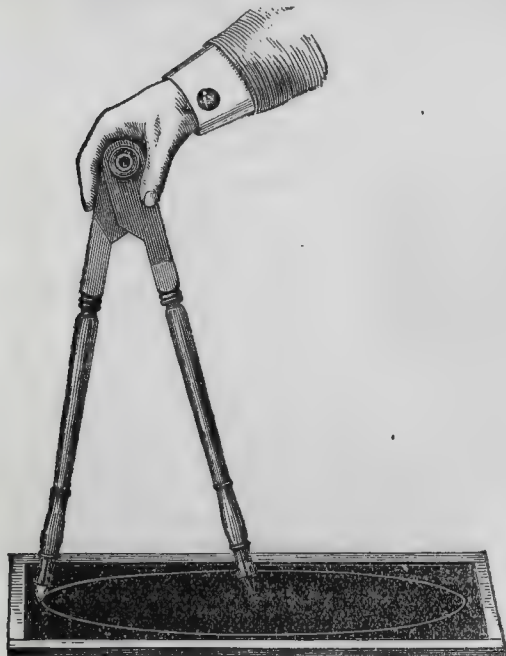
all familiar and suggestive names, bringing to mind white floors, clean furniture, and sweet faces. A clock, thermometer, and signal-bell for the teacher will help to insure promptness, regularity, comfort, and good order.

A large bell should ring out the hour for school from the belfry, loud enough to be heard all over the village or district. If grown-up persons must be reminded of the return of the hour of prayer when the welcome duties of the sanctuary are to bring consolation and repose from care, how much more do children, in the midst of their glee and innocent amusement, need to be admonished that school time is at hand.

We present the cuts of several useful instruments manufactured by Shermerhorn & Co.



1. The Crayon Holder. Full Size.



2. Blackboard Dividers.

Each leg is adapted to receive a crayon, which is frequently a great convenience in drawing parallel lines, etc.

In the cut, one leg of the dividers is occupied by a piece of wood with a sharp metallic point.

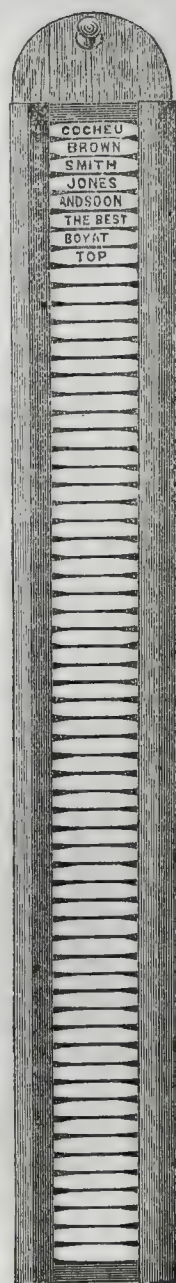
To teachers who keep a record of the work performed by their classes, and are weary of writing out, week after week, the names and relative merits of each of their pupils, the School Index will be welcome, on account of the ease with which, by its aid, they can accomplish what has hitherto been an arduous task. Its construction is clearly illustrated in the accompanying cut. It consists of a frame in which are arranged small pieces of wood, on which the names of the pupils are to be written. These can be taken out and moved at pleasure. One side of the frame is hinged to admit of its being opened when any change in the position of a name-strip is required. On the other side, which is boxed, are numbers, as shown in the cut.

In connection with the Aids to School Discipline, the School Index furnishes an accurate and reliable means of showing the standing of every pupil. The "Aids" and the "Index" together, form a perfect system of school records. At the expiration of a "quarter" or any specified time, each pupil produces his cards and certificates, and his rank being determined by the number of these in his possession, his name can easily be put in its proper place in the Index. If any error in arrangement is discovered, it can be easily corrected. In this respect, the superiority of the School Index over the ordinary merit roll is readily seen. Where the Aids are not used, the Index can be made to take the place of the "Merit Roll" or "School Record," the preparation of which has always caused a waste of much valuable time and effort.

The Index may be used to show the standing of each pupil as to scholarship alone, or scholarship together with deportment and attendance. As it is to be displayed in a prominent place, where it can be seen and examined not only by the pupils but by parents and others who visit the schools, it will necessarily have a beneficial influence on the conduct and diligence of the classes.

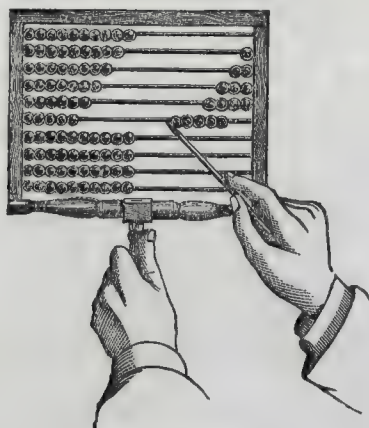
If desired, it can be used to show the rank of each pupil as to behavior alone, and in this case, will be a powerful aid in school government—BEING FIRST depending on BEING GOOD, every one will naturally strive to excel in good conduct.

The School Index is simple in construction; easily managed; can never get out of order, there being no "machinery" whatever about it; can be introduced without making any changes in the manner of



4. The cut represents "The School Index, or Roll of Honor."

governing or marking; is neat in design; and is light, portable, and cheap.



3. Numeral Frame.

The Abacus or Numeral Frame is a great aid in teaching children to count, and in giving them correct ideas of numbers, and of their first lessons in addition, subtraction, etc.

Next to a good blackboard should be a set of outline maps—about nine in a set—embracing hemispheres, the continents, political divisions, and, either on the same map or a separate one, the physical appearance of the earth, so far as it is represented by elevations, trade-winds, ocean currents, isothermal lines, etc. Such a set costs from \$20 to \$30, according to size.

An eight-inch globe, with horizon and quadrant.....	\$11 00
A five-inch terrestrial globe	2 25
A five-inch hemisphere globe	2 00
A four-inch spherical blackboard (slated globes).....	1 50
Set of cube-root blocks.....	1 10
Sixty-four pieces of forms and solids.....	2 75
Wood gonigraph	25
Numeral frame, with 144 balls	1 50
A set of primary charts	5 00
Crayon-holders, each.....	10
Blackboard dividers.....	1 00
Spelling sticks.....	25

A total of \$50 for blackboards, outline maps, and apparatus, will cover a very good outfit of necessities in every district school, aside from school furniture; and school desks of the most approved styles can be had for an average of \$2 50 per scholar, while the ordinary cost of pine benches is about \$2 per pupil.

DISPOSITION OF SURPLUSES DUE COUNTIES.

*Table of Apportionment of the Interest named in the Bond issued for
Surplus for the year ending June 30th, 1873:*

COUNTIES.	Census children for 1873.	Interest on surplus bond.	Ratio of apportionment.	Amounts to be added to distributable share of School Fund Proper.	Remainders to be added to the surpluses due the counties.	Surplus bond of January 1st, 1873.
Adair	3,612	\$115 08	3.	\$108 36	\$6 72	\$1,740 16
Allen	3,219	132 38	4.	128 76	3 62	2,070 65
Anderson	2,600	18 73	0.		18 73	
Rallard	4,047	226 84	5.	202 35	24 49	4,222 66
Barren	5,194	249 80	4.	207 76	42 04	4,009 22
Bath	3,192	63 20	1.	31 92	31 28	1,063 55
Bell	1,635					
Boone	3,163	200 70	6.	189 78	10 92	3,567 21
Bourbon	2,589	239 20	9.	233 01	6 19	3,491 70
Boyd	3,102	51 20	1.	31 02	20 18	779 36
Boyle	2,114	17 48	0.		17 48	211 11
Bracken	4,289	124 38	2.	85 78	38 60	1,658 46
Breathitt	2,230	258 40	11.	245 30	13 10	4,147 97
Breckinridge	4,464	218 80	4.	178 56	40 24	3,636 55
Bullitt	2,326	127 97	5.	116 30	11 67	2,343 94
Butler	3,115	179 50	5.	155 75	23 75	2,853 53
Caldwell	3,038	270 96	8.	243 04	27 92	4,890 99
Calloway	3,767	257 08	6.	226 02	31 06	4,085 34
Campbell	10,365	04	0.		04	71
Carroll	2,308	148 28	6.	138 48	9 80	2,379 17
Carter	3,145	234 00	7.	220 15	13 85	3,810 30
Casey	3,124	51 88	1.	31 24	20 64	693 93
Christian	4,702	815 96	17.	799 34	16 62	13,737 56
Clark	2,241	71 00	3.	67 23	3 77	1,361 55
Clay	3,245	101 70	3.	97 35	4 35	1,552 26
Clinton	2,224	113 85	5.	111 20	2 65	1,776 17
Crittenden	3,203	369 75	11.	352 33	17 42	6,453 43
Cumberland	2,319	62 08	2.	46 38	15 70	1,032 17
Daviess	6,361	732 09	11.	699 71	32 38	11,993 65
Edmonson	1,984	150 00	7.	138 88	11 12	2,488 01
Elliott	1,926					
Estill	3,235	90 70	2.	64 70	26 00	1,365 72
Fayette	4,945	117 56	2.	98 90	18 66	1,968 12
Fleming	4,051	02	0.		02	70 50
Floyd	3,006	270 80	9	270 54	26	4,358 77
Franklin	3,694	177 00	4.	147 76	29 24	3,081 27
Fulton	1,808	330 59	18.	325 44	5 15	5,395 06
Gallatin	1,555	48 96	3.	46 65	2 31	729 50
Garrard	2,236	105 97	4.	89 44	16 53	1,677 14
Grant	3,438	63 00	1.	34 38	28 62	186 30

APPORTIONMENT TABLE—Continued.

COUNTIES.	Census children for 1873.	Interest on surplus bond.	Ratio of apportionment.	Amounts to be added to distributable share of School Fund Proper.	Remainders to be added to the surpluses due the counties.	Surplus bond of January 1st, 1873.
Graves -----	6,101	\$756 95	12.	\$732 12	\$24 83	\$12,272 36
Grayson -----	3,933	193 40	4.	157 32	36 08	3,006 25
Green -----	2,821	46 00	1.	28 21	17 79	668 35
Greenup -----	4,166	144 95	3	124 98	19 97	2,209 55
Hancock -----	2,258	105 89	4.	90 32	15 57	1,514 30
Hardin -----	5,275	84 40	1.	52 75	31 65	1,427 92
Harlan -----	1,919	51 80	2.	38 38	13 42	636 12
Harrison -----	4,113	50 07	1.	41 13	8 94	793 56
Hart -----	4,243	154 26	3.	127 29	26 97	1,297 04
Henderson -----	4,156	51 00	1.	41 56	9 44	629 10
Henry -----	3,514	46 00	1.	35 14	10 86	641 68
Hickman -----	2,729	169 80	6.	163 74	6 06	2,732 49
Hopkins -----	4,651	366 89	7.	325 57	41 32	5,922 61
Jackson -----	1,778	80 92	4.	71 12	9 80	1,219 92
Jefferson -----	46,990	54 28	0.	-----	54 28	543 15
Jessamine -----	1,816	29 00	1.	18 16	10 84	403 23
Johnson -----	2,697	154 47	5.	134 85	19 62	2,440 15
Kenton -----	12,695	19 00	0.	-----	19 00	886 75
Knox -----	2,763	154 00	5.	138 15	15 85	2,342 88
Larue -----	2,617	2 29	0.	-----	2 29	41 00
Laurel -----	2,292	145 80	6.	137 52	8 28	2,308 43
Lawrence -----	3,450	89 50	2.	69 00	20 50	1,501 23
Lee -----	1,270	-----	-----	-----	-----	-----
Letcher -----	1,762	248 77	14.	246 68	2 09	4,070 26
Lewis -----	3,648	141 00	3.	109 44	31 56	2,175 45
Lincoln -----	3,167	119 80	3.	95 01	24 79	1,759 30
Livingston -----	2,788	347 89	12.	334 56	13 33	5,889 46
Logan -----	5,040	401 00	7.	352 80	48 20	6,988 02
Lyon -----	1,845	182 10	9.	166 05	16 05	2,943 77
Madison -----	4,494	124 28	2.	89 88	34 40	1,559 71
Magoffin -----	1,821	117 37	6.	109 26	8 11	1,847 84
Marion -----	3,348	122 18	3.	100 44	21 74	2,043 29
Marshall -----	3,482	232 08	6.	208 92	23 16	3,770 89
Martin -----	775	-----	-----	-----	-----	-----
Mason -----	4,833	115 68	2.	96 66	19 02	468 10
McCracken -----	3,301	563 08	17.	561 17	1 91	9,581 15
McLean -----	2,327	102 14	4.	93 08	9 06	1,718 32
Meade -----	2,878	516 99	17.	489 26	27 73	8,823 42
Menifee -----	773	-----	-----	-----	-----	-----
Mercer -----	3,296	39 04	1.	32 96	6 08	660 79
Metcalfe -----	2,350	104 06	4.	94 00	10 06	1,621 85
Monroe -----	3,220	25 25	0.	-----	25 25	376 08
Montgomery -----	1,616	25 71	1.	16 16	9 55	566 87
Morgan -----	2,442	339 28	13.	317 46	21 82	5,470 90
Muhlenburg -----	3,903	152 70	3.	117 09	35 61	2,272 10
Nelson -----	3,389	220 90	6.	203 34	17 56	3,849 30
Nicholas -----	2,943	198 26	6.	176 58	21 68	3,426 82
Ohio -----	5,155	270 89	5.	257 75	13 14	3,809 85
Oldham -----	1,637	54 09	3.	49 11	4 98	910 34
Owen -----	5,154	85 08	1.	51 54	33 54	1,495 88
Owsley -----	1,422	59 46	4.	56 88	2 58	820 33
Pendleton -----	5,074	153 00	3.	152 22	78	2,367 96

APPORTIONMENT TABLE—Continued.

COUNTIES.	Census children for 1873.	Interest on surplus bond.	Ratio of apportionment.	Amounts to be added to distributable share of School Fund Proper.	Remainders to be added to the surpluses due the counties.	Surplus bond of January 1st, 1873.
Perry -----	1,876	\$208 44	11.	\$206 36	\$2 08	\$3,274 95
Pike -----	3,630	607 40	16.	580 80	26 60	9,989 95
Powell -----	935	39 05	4.	37 40	1 65	604 15
Pulaski -----	5,647	121 20	2.	112 94	8 26	1,315 52
Robertson -----	1,851	5 70	0.		5 70	39 90
Rockcastle -----	2,540	52 26	2.	50 80	1 46	865 35
Rowan -----	1,186	27 19	2.	23 72	3 47	360 77
Russell -----	2,110	66 48	3.	63 30	3 18	1,194 32
Scott -----	2,693	71 56	2.	53 86	17 70	1,240 90
Shelby -----	3,453	141 80	4.	138 12	3 68	2,080 91
Simpson -----	2,668	58 00	2.	53 36	4 64	833 39
Spencer -----	1,394	88 10	6.	83 64	4 46	1,499 84
Taylor -----	2,758	150 65	5.	137 90	12 75	3,280 52
Todd -----	2,544	425 97	16.	407 04	18 93	7,296 54
Trigg -----	3,424	633 36	18.	616 32	17 04	10,595 43
Trimble -----	1,862	216 07	11.	204 82	11 25	3,604 91
Union -----	3,845	61 20	1.	38 45	22 75	590 11
Warren -----	5,729	320 02	5.	286 45	33 57	5,353 45
Washington -----	3,784	55 10	1.	37 84	17 26	903 05
Wayne -----	3,677	158 15	4.	147 08	11 07	2,526 43
Webster -----	3,590	170 01	4.	143 60	26 41	2,961 43
Whitley -----	3,311	54 25	1.	33 11	21 14	713 23
Wolfe -----	1,456	39 60	2.	29 12	10 48	560 93
Woodford -----	1,829	110 31	6.	109 74	57	1,827 29
	416,763	\$18,701 55		\$16,865 19	\$1,836 36	\$301,123 08

CONSTITUTION AND BY LAWS

OF THE

STATE TEACHERS' ASSOCIATION OF KENTUCKY.

ORGANIZED AT LEXINGTON, KENTUCKY, AUGUST 1ST, 1865.

To promote the cause of Common Schools and popular education, to elevate the character and advance the interests of the profession of teaching, and in pursuance of an act of the Legislature of Kentucky, we, whose names are hereunto subjoined, do agree to form ourselves into a society to be styled the Teachers' Association of Kentucky. That peace, harmony, and efficiency may characterize our proceedings, we bind ourselves to be governed by the following

CONSTITUTION.

ARTICLE 1. The membership of this Association shall consist of such gentlemen and ladies as may be occupied in teaching in a public, private, or common school, academy, college, or university, or as an Editor of an educational journal, Superintendent of Public Instruction, County Commissioner, or of any other persons provided for by the aforesaid legislative enactment. [At the annual meeting of the teachers of each county in Institute or Association, they shall elect a delegate to the State Association. For the year 1874, if the Institute should not occur in time to elect for the meeting in Owensboro, the Commissioner shall call a meeting of the teachers of his county, and they shall proceed to elect a representative. Where a delegate cannot come, he may send a proxy to any person, who may vote for him on all amendments to the Constitution and By-laws, and upon all recommendations to the Legislature.]*

* That portion of Article 1, inclosed in brackets, is an amendment adopted in 1873.

ARTICLE 2. The officers of this Association shall consist of a President, the Superintendent of Public Instruction, and of two additional Vice Presidents, and a Secretary, annually elected by the Association, whose duties shall be in accordance with such usage as is customary in bodies of the kind.

ARTICLE 3. It shall be the duty of the President, or such Executive Committees as he may designate, at each meeting, to appoint committees or persons to prepare papers or addresses to be submitted or delivered at next meeting of the Association, on such subjects as may be deemed best calculated to promote the interests of education and the profession.

ARTICLE 4. The meetings of this Association shall be held annually, commencing on the first Tuesday in August, at such places as the Association may from time to time select.

ARTICLE 5. Any person being eligible, may become a member of this Association by application to the Secretary, and signing the Constitution.

* ARTICLE 6. Upon all changes of the Constitution and By-laws, and all recommendations to the Legislature, the vote shall be upon a call of counties and wards; and each county and ward shall be entitled to one vote. The cities of the Commonwealth shall be entitled to a representative for each ward.

ARTICLE 7. Teachers and Common School officers from other States may be invited to seats, to participate in discussions, but will not be entitled in any case to vote.

ARTICLE 8. This Constitution may be altered or amended by a two-thirds vote of the members present at any time, provided there is nothing proposed in the alteration subversive of the organization, or in conflict with the laws of Kentucky.

BY-LAWS.

ARTICLE 1. After a proper lecture or address has been regularly received by the Association, it shall be subject to discussion, provided that no speaker shall occupy more than fifteen minutes, or speak twice on the same subject, until all the members of the body shall have an opportunity to speak; and no paper, lecture, or address shall be allowed to appear in the published proceedings that has not been regularly adopted after discussion.

* Article 6 is an amendment adopted in 1873.

ARTICLE 2. The annual and daily sessions shall be opened with such devotional religious exercises as may be indicated by the President.

ARTICLE 3. It shall be considered discourteous for any member to leave the Association before adjournment without giving due notice to the President and Secretary.

TEXT-BOOKS AND COURSE OF STUDY

RECOMMENDED FOR THE

COMMON SCHOOLS OF KENTUCKY,

BY THE

STATE BOARD OF EDUCATION,

TOGETHER WITH

INSTRUCTIONS AND INFORMATION IN REGARD TO CARRYING OUT
THE COMMON SCHOOL LAW.

RULES AND REGULATIONS GOVERNING THE COMMON SCHOOLS.

§ 1. The Common School shall embrace two Departments, viz : the Primary and Elementary Departments.

§ 2. Two other Departments, in which higher branches than those taught in the Common School may be studied, and in which tuition fees may be charged, may be added, viz : the Intermediate and High School Departments.

§ 3. The pupils of the school may be divided into as many classes as shall be found convenient and proper. Each Department shall include as many classes as the course of study requires.

§ 4. There shall be appointed in the Common School one Principal Teacher, who shall have a certificate signed by at least two of the Board of Examiners. When necessary, additional teachers may be appointed as may be required.

§ 5. The session of the school may begin at any time before the 2d day of February, and continue five months, except in the cases of three months' schools, which may begin at any time before the 2d day of April.

§ 6. The hours for instruction shall be from 8 o'clock, A. M., to 4 o'clock, P. M. Such intermissions or recesses may be had as the Trustee or the teacher may direct.

§ 7. The Principal Teacher shall have charge of the school-house, furniture, and fixtures, and shall see that the property of the school is protected from unnecessary damage.

§ 8. The teacher shall aim at such discipline as would be exercised by a judicious parent in his family; and in no case shall resort be had to cruel or unusual punishment as a mode of discipline.

§ 9. The Principal Teacher is vested with authority to carry into effect the rules and orders of the Trustee, and it is made his or her duty, expressly, to enforce their observance.

§ 10. All children of residents of the districts shall be entitled to the benefits of the Common School, within the limits prescribed by the laws of the State.

§ 11. No pupil under the age of six or over the age of twenty years shall be received or continued in the Common School.

§ 12. The pupils of the school are under the authority of their teachers while in school, and while going to and from school.

§ 13. Any pupil who shall be habitually regardless of duty, or be guilty of gross insubordination or immoral conduct, may be suspended by the teacher. Such suspension shall be immediately reported to the Trustee for his action.

§ 14. No pupil shall be allowed to leave the school before the hour of dismissal without the consent of the teacher. Where the conduct and habits of a pupil are found to be seriously injurious to other pupils, such pupil shall be suspended or expelled, as the Trustee may direct.

§ 15. All communication of pupils in the school-room by whispering, talking, or otherwise, except by permission of the teacher, is positively forbidden, and no violation of this rule shall pass unnoticed by the teacher.

§ 16. In case of wanton damage to school furniture, buildings, grounds, or other school property, committed by a pupil, such pupil shall be suspended by the teacher, and the facts reported by him to the Trustee, who may suspend or expel the pupil, as the gravity of the offense may demand.

§ 17. The School Commissioners shall furnish each teacher of a Common School with a copy of these rules, together with other recommendations of the State Board; and the teacher, in each case,

shall hold the same subject to the use and reference of the Trustee when required.

§ 18. When the Board of County Examiners prescribe the series of text-books to be used in the school of a county, such series shall be continued in uniform and constant use for the sessions of two school years. The County Examiners must select the books previous to July 1st, 1874.

COURSE OF STUDY.

PRIMARY DEPARTMENT.

Reading—First, Second, and Third Readers.

Spelling—To spell from the Readers and from the Spelling Book, or from Primer.

Written Arithmetic—Notation, Numeration, Addition, Subtraction, Multiplication, and Division.

Mental Arithmetic—Practical examples, embracing Addition, Subtraction, Multiplication, and Division.

Roman Numerals—To one thousand.

Penmanship—To write on Slates or in Copy-books, as Teacher and Trustees may determine.

Punctuation—Pupils to learn the name and use of all the pauses and marks found in their Readers.

ELEMENTARY DEPARTMENT.

Reading—Fourth, Fifth, and Sixth Readers.

Spelling—To spell from their Readers and from the Spelling Book.

Written Arithmetic—Some Intermediate Arithmetic should be commenced and completed in this Department.

Mental Arithmetic—Practical examples, embracing the addition, subtraction, multiplication, and division of whole numbers, mixed numbers, fractional numbers, and denominate numbers.

Roman Numerals—Continued.

Penmanship—Pupils to write in Copy-books, as Trustees or Teacher may direct.

Punctuation—Pupils to name and tell the use of the pauses and marks found in their Readers.

English Grammar—

Composition—

Geography—Intermediate Geography completed.

History of the United States—

TEXT-BOOKS.

Written Arithmetic—Towne's, Ray's, Robinson's, or Stoddard's.

Mental Arithmetic—Towne's or Stoddard's.

Geography—Monteith and McNally's, Mitchell's, Cornell's, or Eclectic Series.

Readers—Goodrich's or McGuffey's.

Spellers—Butler's or DeWolf's.

Grammars—Butler's or Harvey's.

History United States—Goodrich's, Venable's, or Barnes'.

Penmanship—Payson, Duntun & Scribner's, or the Eclectic System of Penmanship.

Maps—Mitchell's New Outline Maps.

School Records—Published by John P. Morton & Co.

AIDS TO TEACHERS.

Bonnell's Composition.

Brown's Physiology and Hygiene.

Williams' Parser's Manual.

Smart's Manual of Free Gymnastics.

Object Lessons and Charts, Wilson's & Calkins'.

Nelson's Book-keeping.

Bronson's Elocution.

Henderson's Test Speller.

Duncan's Examiner or Teachers' Aid.

Page's Theory and Practice.

Holbrook's School Management.

Holbrook's Normal Method.

Wells' Graded Schools.

Gow's Morals and Manners.

Craig's Philosophy of Training.

Johonnot's Country School-houses.

Ogden's Science of Education and Art of Teaching.

Stowe's Training System.

Northend's Teachers' Assistant.

Richard's Manual of School Method.

Thalheimer's Ancient History.

Worcester's Unabridged Dictionary.

Periodicals—"Home and School," Louisville.

Teachers applying for State certificates must be examined upon Physiology and Hygiene, in addition to the studies of the Common School Course.

CONSTITUTION OF KENTUCKY.

ARTICLE XI.—*Concerning Education.*

§ 1. The capital of the fund called and known as the "Common School Fund," consisting of one million two hundred and twenty-five thousand seven hundred and sixty-eight dollars and forty-two cents, for which bonds have been executed by the State to the Board of Education, and seventy-three thousand five hundred dollars of stock in the Bank of Kentucky; also, the sum of fifty-one thousand two hundred and twenty-three dollars and twenty-nine cents, balance of interest on the School Fund for the year 1848, unexpended, together with any sum which may be hereafter raised in the State, by taxation or otherwise, for purposes of education, shall be held inviolate, for the purpose of sustaining a system of Common Schools. The interest and dividends of said funds, together with any sum which may be produced for that purpose, by taxation or otherwise, may be appropriated in aid of Common Schools, but for no other purpose. The General Assembly shall invest said fifty-one thousand two hundred and twenty-three dollars and twenty-nine cents in some safe and profitable manner; and any portion of the interest and dividends of said School Fund, or other money or property raised for school purposes, which may not be needed in sustaining Common Schools, shall be invested in like manner. The General Assembly shall make provision, by law, for the payment of the interest of said School Fund: *Provided*, That each county shall be entitled to its proportion of the income of said fund; and if not called for, for Common School purposes, it shall be reinvested, from time to time, for the benefit of such county.

§ 2. A Superintendent of Public Instruction shall be elected by the qualified voters of this Commonwealth, at the same time the Governor is elected, who shall hold his office for four years, and his duties and salary shall be prescribed and fixed by law.

KENTUCKY COMMON SCHOOL LAWS.

CHAPTER 18.

COMMON SCHOOLS.

ART. 1. School Fund.

- " 2. District Taxation and Graded Schools.
- " 3. Board of Education.
- " 4. Superintendent.
- " 5. County Commissioner.
- " 6. Districts.
- " 7. Trustees.
- " 8. Teachers.
- " 9. Teachers' Institute.
- " 10. District Library.
- " 11. Common School Defined. Fines and Amercements.

ARTICLE I.

School Fund.

S. A. 1864; Sup.,
439.
System of com-
mon schools uni-
form.

§ 1. There shall be throughout the State of Kentucky a uniform system of Common Schools, according to the Constitution of the State and the provisions of this act; and all laws now existing, conflicting with this act, are hereby repealed.

School fund ded-
icated by Consti-
tution.

§ 2. The School Fund shall consist of the fund dedicated by the Constitution and laws of this Commonwealth for the purpose of sustaining a system of Common Schools therein.

Other sources of
school fund.

§ 3. The bond for \$1,327,000, issued January 1st, 1870, in aid of Common Schools, shall bear interest at the rate of six per centum per annum, payable on the 30th day of June and December of each year. The interest on said bond, the dividends on seven hundred and thirty-five shares of the stock of the Bank of Kentucky, the annual tax of twenty cents on each one hundred dollars in value of the property of the State, heretofore imposed by law, and all fines and forfeitures set apart by existing laws, in aid of Common Schools, shall constitute the annual revenue of the Common School Fund, and shall be paid into

the Treasury; but shall never be drawn out, or appropriated otherwise than in pursuance of this chapter, in aid of Common Schools.

§ 4. Hereafter, except as otherwise expressly provided in this chapter, no part of the Common School Fund, or of the revenue thereof, shall be used for any other purpose than the payment of teachers of Common Schools, legally qualified and employed, in pursuance hereof.

For what purpose fund to be used.

§ 5 The Auditor shall keep the accounts in relation to this fund. He shall, once in each month, make a transfer to the credit of said fund of all receipts into the Treasury for the benefit of the Common Schools, up to the date of such transfer. He shall allow no expenditures on that account beyond the annual revenue of the fund, and shall see that no county draws more than its proper proportion.

Duty of Auditor in respect of.

§ 6. The net revenue of the fund accruing during each school year, after the payment of whatever expenses may be incurred according to law by the Board of Education, or by special acts of legislation, shall constitute the sum to be distributed. But no fees to county judges or clerks, discount on checks, or other incidental expenses, shall be paid out of the distributable share of the revenue apportioned to any county; but such payment shall be made out of the county levy.

What constitutes fund to be distributed. But fees of clerks, &c., not-embraced.

§ 7. The Superintendent of Public Instruction shall, on or before the first day of August in each year, ascertain and estimate, as near as may be, the net revenue that will accrue from all sources during the school year, the pro rata share thereof each white child will be entitled to according to the whole number of white children between the ages of six and twenty years in the State, and the proportion thereof each county and each district will be entitled to according to the whole number of such children residing in each county and district respectively, as shown by the returns of the County Commissioner. If, at the time of making such estimate and apportionment, the tax-book or census returns of the Commissioner for any county has not been made to him, he shall use the returns made and tax-book for the previous year. It shall be the duty of

Duty of Superintendent to ascertain the net revenue, the pro rata of each child, & the proportion of each district; to file copy with the Auditor, & inform county commissioner.

the Superintendent, on or before the first day of August, to file a copy of said estimate and apportionment with the Auditor of Public Accounts, and to inform each County Commissioner of the amount each district of each county will be entitled to. It shall be the duty of the Auditor to furnish to the Superintendent such facts and statements as may be needed in making the estimate and apportionment. Whatever difference may exist between the actual and estimated revenue of the School Fund for any school year, shall be taken into the account of the estimate and apportionment for the succeeding school year.

Proportion of the fund not called for—what disposition made of.

§ 8. If, on or before the first day of January, after the termination of each school year, the proportion of the revenue of that year previously apportioned to any district be not called for for Common School purposes, the same shall remain in the Treasury to the credit of the county in which such district is situated, to be distributed next year for the benefit of said county. A detailed statement of the surplus amount to which each county is entitled, shall be filed in the office of the Superintendent of Public Instruction.

Bonded surplus—how disposed of.

§ 9. The bonded surplus of the several counties shall remain in the State Treasury to the credit of each county to which it is respectively due, and shall be expended only for the purpose of extending the time and improving the character of the Common Schools; and such fund shall only be used upon the order of the court of claims, and in such cases the Commissioner shall pay it over to the trustee of the district entitled to receive the same: *Provided*, That none of the surplus shall be drawn until after November 1st, 1873.* The bonded funds in the State Treasury to the credit of the counties shall bear interest at the rate of six per centum per annum.

Teachers—when entitled to portion of school fund.

§ 10. Whenever a qualified teacher has been employed by the trustee of any district to teach the length of time required to entitle such district to its proportion of the revenue, and a Common School, pursuant to this chapter,

* The surplus fund pro rated to a district can be drawn to pay the teacher, as provided in article 7, section 23, after December 1st, 1873.

been regularly commenced in time to complete a session in full by the fifteenth day of February, the fifteenth of May, and the first day of July, or one half thereof by the fifteenth day of November, the fifteenth day of February, the fifteenth day of May, in any year, such district or districts shall then, for the purpose of paying the teachers, be entitled to its or their proportion of the School Fund for that year, as previously estimated: *Provided*, That when a school shall have been kept for one half of the session only, such district shall only be entitled to forty per centum of its proportion of the revenue for that year, and at the expiration of the session to the residue.

§ 11. The judges of the county courts in each county are authorized to examine and audit the accounts for services rendered by the Commissioners of Common Schools in their respective counties; and for this purpose they shall, between the first and twentieth days of January, and the first and twentieth days of July, in each year, hear proof and audit and settle the accounts of the Commissioners of their respective counties for services rendered by them for the six months next preceding such settlement; and the amount ascertained to be due to said Commissioners shall be certified by the judge to the Superintendent of Public Instruction; and if approved by him, he shall certify the same to the Auditor of Public Accounts, who shall draw his warrant for the amount thereof on the Treasurer in payment of the same: *Provided*, That the allowances made by the county judges under this act, to be paid out of the School Fund, shall not exceed in amount the allowances provided for in section twelve, article one.

County judges to audit accounts of commissioners, & herein of their duties in that regard

§ 12. The Superintendent of Public Instruction, when the distributable share due to each county is ascertained, as provided for in section seven, article one, of said act, before making a pro rata distribution of said fund to the districts, shall, out of the fund ascertained to be due any given county, deduct the sum of one hundred dollars, and one per cent. on the whole amount due said county, as well as three dollars for each school district reported by

Duty of Superintendent when distributable share of a county is ascertained, before he makes distribution to districts

the County Commissioner, according to section seven, article four, of said law. The fund thus created shall be denominated the County Commissioner's Fund, and shall remain in the Treasury to the credit of the respective counties, subject to the certificates of allowances made by the county judges to the Commissioners for services rendered, as provided for in section eleven, of article one, Common School Law. Should any portion of the fund thus set apart to any county for the payment of the Commissioner therein remain in the Treasury on the first day of January next after the termination of the school year, the same shall be placed to the credit of said county, to be added to its distributable share in the revenues of the general fund at the next annual distribution.

§ 13. When there has been a change of Commissioners during the school year, the county judges shall allow and apportion between said Commissioners the compensation to which they may be entitled under this act, in proportion to the time they have respectively served, and amount of services rendered.

§ 14. Whenever he shall be informed that any donation, gift, or devise of any real or personal estate, shall have been made to the Common School Fund of Kentucky, it shall be the duty of the Superintendent to appoint some discreet person, who shall take charge of the real or personal estate so granted, devised, or donated, and sell and dispose of the same, and pay the proceeds into the Treasury of Kentucky. Before said agent so appointed by the Superintendent shall proceed to act, he shall give a bond, with good security, to the Commonwealth, for the faithful discharge of his duties as agent. Said bond shall be given in the county in which the donor, grantor, or deviser shall have died, or in the county in which the property is situated, the bond to be executed in, and approved by, the county court. The person so appointed shall make a settlement with the county court of his county once in each year, and shall pay into the Treasury the amount found in his hands after said settlement. The court shall allow said person a reasonable compensation

How compensation apportioned in case of change of commissioners

Duty of Superintendent in respect of any donation, gift, &c.

Bond of agent.

Duty of agent.

Compensation.

for collecting and paying over said money, which amount said person shall retain in his hands out of the money collected. For any failure of the person so appointed to discharge the duties under this act, he and his securities shall be liable to all damages sustained, and for all money collected, with twenty per cent. damages on the amount so collected, and which he has failed to pay over. The suit on the bond shall be in the name of the Commonwealth of Kentucky, and shall be instituted by the Commonwealth's attorney. The person appointed by the Superintendent shall have the same power, in collecting and settling the estate, as an administrator or executor now has by law; may institute and defend all suits in reference to said estate; sue and collect all notes, bonds, &c., and sell and convey the real estate by deed. The amount of money paid into the Treasury, under the provisions of this section, shall remain there until disposed of by law; and the Treasurer and his sureties shall be liable for the same on his official bond. This section shall apply to all gifts, donations, or devises heretofore or hereafter made to the School Fund of Kentucky: *Provided*, That the provisions of this section shall not apply to cases where the terms or conditions of the devises, gifts, or donations conflict with said provisions; but in such cases the terms or conditions of the devise, grant, or donation shall be carried out as intended by the person making the same.

Liability on bond

But if terms or conditions of the grant be different, they shall be observed.

ARTICLE II.

District Taxation and Graded Schools.

§ 1. In any Common School district in the State, in which the clearly ascertained will of the people shall be in favor of a district tax in aid of the Common School therein, the levying of such a tax therein shall be lawful.

District tax, levy of provided for.

§ 2. The will of the people of any district, in relation to such a tax therein, shall be determined by a vote of the white qualified voters thereof, at the time and place, and in the manner prescribed in the first section of the seventh article of the Revised School Laws for the elec-

The mode of holding election in respect of.

tion of district Trustees; and any widow or alien residing in any school district, who is a tax-payer, or who has children within the ages fixed by the Common School Laws to be educated, shall be deemed a qualified voter under this act: *Provided*, That when a vote for such a tax shall be taken, votes shall be received from nine o'clock, A. M., till five o'clock, P. M.: *And provided further*, That, previously to the taking of such a vote, notices signed by the Common School Commissioner of the county in which such district lies, and by the Trustee of such district, stating the amount and object of the tax proposed to be raised, and the time and place of taking the vote, shall have been posted by the Trustee for fifteen days, at three or more prominent places in the district: *Provided further*, When lines dividing school districts pass through the lands of any person, dividing the same, the taxes shall be levied and paid to that district where the homestead may be situated.

The amount to be fixed & notice given.

Case of district lines passing through lands of one person, where tax to be paid.

§ 3. The officers of the election shall return a fair and true record of the votes taken for and against such a tax, certified and sworn to by themselves, before some officer authorized to administer oaths, to the Common School Commissioner, if he shall not have presided at the election, or to the county judge, if the Commissioner shall have presided; and if it be found that a majority of those voting shall have voted in favor of such district tax, such fact shall be so certified to the parties concerned, and it shall be the duty of the Common School Commissioner of the county to furnish the sheriff with the boundary of the district, and of the latter officer to collect said district tax.

Duties of officers of election prescribed.

§ 4. The money thus raised shall be accounted for and paid over by the sheriff within two months after it has been voted, or subsequently upon the order of the trustee, in the same manner in which he is required to account for and pay over the State revenue, to the Commissioner of the county, he being paid for his services not more than he would be allowed for collecting the same amount of the State revenue tax.

Money raised by district tax, how accounted for, & for what objects to be expended.

§ 5. The money thus raised and paid to the Commissioner shall be paid out on the order of the trustee, and the Commissioner shall be responsible on his bond therefor. It shall be expended for either of the objects herein specified, and for nothing else, to-wit: the purchasing of a site for a district school-house; the building, repairing, or furnishing of the district school-house, and the better payment of the salary of the teacher or teachers thereof, or for the extension of the free school for a longer term than five months.

§ 6. The Trustees shall make settlement with the Common School Commissioner for the amount of money thus received, at the time of making his report to said Commissioner, as required by the sixteenth section of the seventh article of the Revised School Laws, and shall show by vouchers how the money has been disbursed; and should the said Commissioner discover any fraud or misappropriation of funds on the part of said Trustees, it shall be his duty to proceed against them as authorized by the seventeenth section of the seventh article of the Revised School Laws.

Trustees to make settlement—with whom, when, & by what vouchers

Proceedings if fraud or misappropriation is discovered.

§ 7. The Common School Commissioner shall, in making his annual report to the Superintendent of Public Instruction of the schools taught in his county, make report also of the amount of money thus raised, and the manner in which it has been appropriated.

The amount of money raised in this manner, and how same is appropriated, to be shown in annual report of commissioner.

§ 8. The tax allowed under the foregoing sections shall not exceed twenty-five cents, in any one year, on the hundred dollars' worth of taxable property in the district.

District tax not to exceed 25 cents on the \$100.

§ 9. The provisions of the foregoing sections shall apply to all cities and towns reporting as one district, which have not now the privilege of levying a special school tax, except that such cities and towns, for the purpose of establishing a graded system of free schools, may levy a tax not exceeding thirty cents, in any one year, on the hundred dollars' worth of taxable property in the district.

Cities and towns, when embraced by provisions of foregoing sections

ARTICLE III.

Board of Education.

Board of education, who to compose; body-politic.

§ 1. The Superintendent of Public Instruction, the Secretary of State, the Attorney General, and their successors in office, together with two professional teachers to be elected by them, shall be a body-politic and corporate, by the name and style of "The Board of Education for the State of Kentucky," subject to alteration and repeal by the General Assembly of the Commonwealth.

May take & hold real or personal estate.

§ 2. The corporation may take, hold, and dispose of real or personal estate for the benefit of the Common Schools of the State.

President of the board, who.

§ 3. The Superintendent of Public Instruction shall be President of the Board, and, with two other members, may control its corporate action at any regular or called meeting of the Board.

Proceedings of the board regulated, and duty of President.

§ 4. The board shall meet on or before the 30th day of June and 30th day of December of each year; and at other times upon the call of the president, who shall keep a record of the proceedings of the board; its corporate acts shall be attested by the signature of the president, or by the signatures of the other two members, and his or their private seal shall stand in lieu of a corporate seal. The bonds, certificates of stock, and other evidences of property, owned by the board for Common School purposes, shall be in the custody of the president, and the place of deposit shall be shown by the records of the board.

Standing committee—who to constitute—their duties.

§ 5. The Superintendent of Public Instruction, and the two professional educators, who shall be members of the board, shall constitute a standing committee, who shall prepare rules, by-laws, and regulations for the government of the Common Schools of the State, which shall be adopted and enforced under the authority and direction of the County School Commissioners, in all cases where the District School Boards shall fail to enforce such; shall, from time to time, determine, select, and recommend a proper course of study, and suitable series of text-books for the free schools, to be adopted at discretion by District

Boards; * shall recommend suitable works for district libraries, and such standard works and professional aids for teachers as they may deem proper, on educational science and the arts of teaching.

§ 6. The instruction prescribed by the board shall embrace the elements of a plain education in English, including grammar, arithmetic, geography, and history; but the teaching of any other language or science shall not be prohibited.

What the prescribed instruction shall embrace.

§ 7. The board shall have the power to require Commissioners and Trustees of Common Schools to report facts, additional to those now required to be reported, whenever, in their judgment, the interest of the cause of Common Schools in the State shall indicate the necessity thereof.

What facts commissioners and trustees may be required to report

§ 8. The board shall have power to organize, and keep in existence, a State Teachers' Association, to be composed of the members of the board, all the officers and teachers connected with the Common Schools throughout the State, all officers and teachers connected with public free schools in any city or town in the Commonwealth, together with such other teachers and friends of popular education as the board or Association may invite to become members of such organization, for the purpose of promoting the cause of Common Schools in the State. The Association shall elect its own officers, and adopt by-laws and rules for its own government. The board may cause to be organized, and held annually, a model State Teachers' Institute, at the time and place of holding the Association above provided for, for the instruction of members in attendance; and may provide, through the Superintendent of Public Instruction, such teachers, means of demonstration and illustration, and such other aids and conveniences, as may conduce to the interest and profit of the exercises; but no fee shall be charged any

State Teachers' Association, provision in respect of.

* When the section was incorporated requiring the County Board of Examiners to select text-books, this should have been corrected so as to harmonize with that provision, but was overlooked by the Legislature. The County Board of Examiners select the books from among those recommended by the State Board. (See article 8, section 8.)

member for attendance on the same: *Provided*, That no money shall be paid out of the Treasury or Common School Fund in support of such Institute. The Superintendent of Public Instruction may print the proceedings of said Association and Institute in his annual reports.

ARTICLE IV.

Superintendent.

Superintendent's
oath, and when
to enter upon his
office.

§ 1. The Superintendent of Public Instruction shall take the oath and enter upon the duties of his office on the first Monday succeeding the inauguration of the Governor.

Salary.

§ 2. His salary shall be three thousand dollars per annum; besides which, he shall be entitled to all office fixtures, stationery, books, postage, and fuel needed to carry on the work of his office. He shall have power to appoint a clerk, who shall be paid a salary of twelve hundred dollars.

Office, where to
be kept.

§ 3. He shall keep his office at the seat of government, in such suitable building as may be provided, and shall devote his entire time and attention to the duties of his office.

Duties in respect
of orders drawn,
settlements, and
change of office
of commissioners

§ 4. He shall keep an account of all the orders drawn or countersigned by him on the Auditor, of all the returns of settlements, and of all changes in the office of Commissioner, which shall be furnished to the Auditor whenever required.

Duty in respect
of reporting as to
progress of the
schools, condi-
tion of fund, how
distributed, and
herein of his du-
ties generally.

§ 5. He shall, annually, by the 15th day of October, make report of the condition, progress, and prospects of the Common Schools; the amount and condition of the School Fund; how its revenue for the previous school year has been distributed; the amount produced and disbursed for Common School purposes from local taxation, or other sources, and how and for what the same was expended; an abstract of the County Commissioners' reports; the practical workings of the Common School System of the State, with suggestions as to any alterations it may require; all of which, together with such other facts, statistics, and information as may be deemed

of interest to be known, he shall deliver to the Public Printer, and cause to be printed a copy for each school district in the State, and two hundred and fifty copies for the use of the members of the Legislature, and for exchange with the Superintendents of Public Instruction of other States.

§ 6. The Superintendent, in his annual report, shall set forth the objects, methods of admission, etc., of the various eleemosynary educational institutions of the State, namely: the Institutions for the Blind, the Deaf and Dumb, and the Feeble-minded; and to aid him in this work, the Superintendents of those institutions shall be required, annually, by the first day of September, to furnish the Superintendent of Public Instruction with such a condensed statement of their respective institutions as it would be profitable to publish.

Eleemosynary educational institutions.

§ 7. Copies of records and papers in his office, certified by him, shall, in all cases, be evidence equally with the originals.

Copies certified by him to be evidence.

§ 8. He shall prepare suitable blanks for reports, registers, certificates, notices, and such other official documents as may be provided for in this chapter, and shall cause the same, with such instructions and information as he may deem necessary to a proper understanding and use of them, to be transmitted to the officers and persons interested with the execution of the provisions of the School Law.

Duty as to preparation of blanks.

§ 9. He may exchange with superintendents of other States copies of the school reports and other documents pertaining to his department, for similar reports and documents of such other State; and may send copies of said school reports to such literary institutions as, in his discretion, he may select.

Shall exchange reports with other States.

§ 10. It shall be his duty to report any habitual neglect of duty, or any misappropriation of Common School funds on the part of any of the Commissioners or Trustees of Common Schools in this Commonwealth, to the county judge of any county in which such neglect of duty or such misappropriation of funds may occur, when-

Duty to report as to neglect of duty by subordinates.

ever such neglect of duty or such misappropriation of funds shall come to his knowledge.

General school laws, &c., to be distributed; instruction communicated; plates, &c., furnished.

§ 11. He shall have published, for annual distribution throughout the State, the General School Laws of the State, the decisions of the Attorney General on points of School Law, and construction thereof; information and instructions in regard to application of the School Law, and the management of the Common Schools; plates, illustrations, and descriptions of appropriate school architecture, important official and legal periods of the school year, with due notices thereof; and such other important facts and data as may be of interest to the department.

Cases of controversy about office of commissioner provided for.

§ 12. In cases of controverted right to the office of Commissioner, the Superintendent of Public Instruction is empowered to recognize a Commissioner from among the contestants until the case has been litigated.

Opinion of Attorney General—effect of.

§ 13. In all questions of law that may arise in the discharge of the duties of his office, the opinion of the Attorney General, in writing, shall be conclusive for the time, and his sufficient defense against all parties; which opinion shall be filed in his office, and recorded in a book kept for that purpose.

Papers, records, &c., to be delivered to successor. Penalty for failure.

§ 14. Upon retiring from office, the Superintendent shall deliver to his successor all the books, papers, and effects belonging to the office, and, on failure to do so, shall be fined in a sum not less than one hundred nor more than five hundred dollars, to be recovered by indictment in the Franklin circuit court.

ARTICLE V.

County Commissioners.

Commissioner for each county; his qualification.

§ 1. There shall be a Commissioner of Common Schools in each of the counties of the State, who shall be possessed of moral character and ability to manage the Common School interests of the county efficiently. He shall possess a good English education, and shall be competent to examine the teachers who shall apply to teach the Common Schools in the county, and to correctly certify the same. In addition to the Commissioner for the county

of Jefferson, there shall be one for the city of Louisville, who shall be elected by the general council of said city during the month of November, 1874, and biennially thereafter; the duties of said Commissioner within said city shall be the same as those prescribed for other Commissioners, and his compensation shall be fixed by said city council, and paid out of the city treasury.

How chosen in Jefferson county.

§ 2 The Commissioners shall be elected by the presiding judge and justices of the peace of each county at the court of claims to be held in the county in the year * 1873, and every two years thereafter; and for the purpose of holding such election, the justices of the peace in the city of Newport, Campbell county, and the city of Covington, Kenton county, shall constitute a part of the court of claims.

Who to elect commissioners.

§ 3. A county judge or justice of the peace shall not be eligible to the office of Commissioner of Common Schools.

Who ineligible.

§ 4. The Commissioner shall, before entering upon the discharge of the duties of his office, take the oath of office, and enter into covenant before the county court of his county, to the Commonwealth of Kentucky, with sufficient security, to be approved by the court, for the faithful discharge of his duties.

Oath and covenant of.

§ 5. It shall be the duty of the clerk of the county court, immediately after the election of the Commissioner, to certify such election to the Superintendent of Public Instruction; and on failure to do so for thirty days, he shall be fined a sum not exceeding fifty dollars.

Duty of clerk to certify election.

§ 6. The Commissioner shall have power to lay off, alter, or abolish districts, and, if necessary, may lay off anew the districts throughout the county. He shall, at least once during the year, visit each district school of his county, and investigate and direct the operations of the school system, and promote, by addresses or otherwise, the cause of Common School education.

Powers of commissioners as to school districts.

* A Commissioner holds office until the term for which he was elected expires.

Duty as to reporting number of the children in district and county, and having census taken.

§ 7. It shall be the duty of each Commissioner, on or before the first day of June of each year, to prepare, mail to, and cause to be placed in the hands of the Superintendent of Public Instruction, a report certified by the county judge or clerk as having been sworn to by him, showing the whole number of white children between the ages of six and twenty years, residing in his county, and the whole number residing in each district, described by its number, of his county. He shall base his report upon the census taken during the month of April, and reports thereof made to him by the district Trustees. If such reports are not in from any district by the 10th day of May, the Commissioner shall appoint a suitable person to take the census of such district, who shall be paid a reasonable compensation for his services, out of the amount due that district for the next school year.

Duty of reporting as to schools taught; to receive & pay out funds. Provision as to cities organized as one district.

§ 8. It shall be the duty of each Commissioner, on or before the fifteenth day of November, February, May, and the first day of July in every year, to prepare and cause to be placed in the hands of the Superintendent of Public Instruction a report, certified by the county judge or clerk as having been sworn to by him, showing the districts in which schools have been taught for a full session, and those in which schools have been taught for one half the session; and if said report is approved by the Superintendent, he shall certify the amount due for said schools to the Auditor, who shall draw his warrant on the Treasury in favor of the Commissioner in payment of the same, which he shall collect as soon thereafter as possible, and when collected, pay over to the teachers of the districts in proportion to the amounts they are respectively entitled to, for the use and benefit of the teachers thereof: *Provided*, That in cities organized as one district, the president or chairman of the school board of such cities shall make the report required of them by this act under oath, direct to the Superintendent of Public Instruction, and draw an order on the Auditor of Public Accounts in favor of the treasurer of such school board, which, when

approved and countersigned by the Superintendent of Public Instruction, shall entitle such treasurer to a warrant on the Treasury of the State for the amount thereof; and the said treasurer and his securities shall be accountable for the same upon his official bond in any action by such school board: *Provided further*, That no part of the "County Commissioner's Fund," or his compensation provided for in section twelve, article one, of this act, shall be deducted from the money to which such city is entitled. All reports made to the Commissioner shall be carefully filed and preserved by the Commissioner, and shall be subject to his revision and correction, if mistakes should be detected therein.

The reports to be filed & preserved by commissioner.

§ 9. A Commissioner may administer the oath required of a Trustee or teacher of Common Schools, or of other persons required to make oath in matters relating thereto.

May administer oaths in matters relating to common schools.

§ 10. Each Commissioner shall keep a detailed account of all money received and distributed by him, a record of all business transacted by him as Commissioner, together with the reports of the Trustees, the names, numbers, and description of school districts, and all other papers and documents of value connected with his office, at all times subject to inspection and examination by any school officer, or other person interested in any question pertaining to the Common Schools.

Duty as to keeping his records.

§ 11. His private seal or scroll shall stand in lieu of a corporate seal.

Seal.

§ 12. Any devise, gift, or donation of any real or personal estate in aid of the Common Schools of any county of this State shall be held in trust by the Commissioner of Common Schools of such county; and he shall be required to make settlement in regard thereto, in the same manner in which, and at the time when, he makes settlement in regard to the moneys received from the revenue of the School Fund; but he shall not be required to send a copy of such settlement to the Superintendent of Public Instruction.

Devise, gift, &c., how held, & duty in respect of.

§ 13. Each Commissioner, on or before the first day of September next after the termination of each school year,

Settlement of his accounts. General provisions in respect of. Penalty for failure.

shall settle his accounts for such school year with the county judge, and forward a copy of said settlement, certified by the clerk of said court to be correct, to the Superintendent. Said settlement shall embrace all sums received since the date of his last settlement by said Commissioner for the benefit of Common Schools taught during the preceding school year; a full statement of all such sums paid out by him, for what, to whom, and when paid; and should any part of said fund received by him, as aforesaid, remain not paid out, he shall state in his settlement, as above, to whom and to what district the same belongs, and the reasons why it has not been paid out. Should the copy of such settlement fail to reach the Superintendent by the tenth day of that month, it shall be his duty to notify the county judge and the delinquent Commissioner of the fact; and upon receiving such notification, it shall be the duty of the judge, in case the settlement shall not have been made, to immediately compel a settlement by attachment, and a copy thereof to be forwarded to the Superintendent. For his failure to pay out to those entitled thereto any money in his hands for the space of ninety days after the same shall be received by him, or for his failure to make the aforesaid settlement by the time required by law, the Commissioner shall be guilty of a misdemeanor, and being indicted and convicted thereof, he shall be fined in a sum not less than one hundred nor more than five hundred dollars, as well as remain liable on his official bond, and be removed from office.

§ 14. It shall be the duty of the Commissioner to be in attendance at his office, at the county seat, on the first Saturday in November, February, May, and July, in each year, and at such other times as may be necessary for him to receive the reports of district Trustees, and to transact the business required of him.

§ 15. He shall also attend at his office on the second Friday in July, 1873,* and every year thereafter, to administer the oath of office to Trustees. He shall make a

Duty as to attendance at his office to receive reports, &c.

Duty also as to oath of trustees; names, districts, and post-office.

* 1874.

record of the names of Trustees then qualified, showing the districts in which they were elected, and the post-office of each. He shall at that time deliver to the Trustee of each district such blanks as he will need for the current school year, and give such information with regard to his duties as may be requested. He shall address all official correspondence to the Trustee. Notice to him shall be regarded as notice to the people of the district, and it shall be the duty of the Trustee to notify the people.

To deliver blanks and give needful information.

Notice.

§ 16. He shall, previous to the first day of September, prepare and mail, and cause to be placed in the hands of the Superintendent of Public Instruction, his official report, showing, in tables of details and aggregates, the school districts of his county, by number; the districts in which schools were taught, and the length of time taught, and those in which no schools were taught; the highest, lowest, and average number of children at school; the cost of tuition of each child for the session and per month; the number of private schools, academies, and colleges taught in the county, and length of sessions of the same; the number of teachers employed—male, female, and total—for the Common School; the average wages of male teachers, female teachers, and of total teachers, per month; the amount of money raised for Common School purposes in the district, by local tax or otherwise, and for what the same was disbursed; the number and kind of school-houses, and the value of each; the number of school-houses built, and value of each; the number of district libraries, and number of volumes in each, and the increase during the year; the amount he has received for official compensation and expenses. For failure to be present at his office at the time appointed to receive reports, or for failing to make the report herein required, he shall be fined in a sum not exceeding fifty dollars.

Official report—what it must show and when to be made.

§ 17. Any School Commissioner who shall knowingly and willfully report to the Superintendent of Public Instruction a number of Common Schools as having been taught in his county, greater than the number of such

Penalty for willful misconduct in office.

schools actually taught therein according to law, or a number of children entitled to tuition in his county greater than the actual number of such children therein, or otherwise knowingly and willfully misstate any fact or facts which he is, or may be hereafter, required by law to report to said Superintendent, shall be deemed guilty of a high misdemeanor, and shall, on conviction thereof, on indictment in the circuit court, be fined in a sum not less than two hundred nor more than five hundred dollars, or imprisoned in the county jail not longer than six months, or both so fined and imprisoned, in the discretion of the jury.

May be suspended or removed—
what for.

Vacancy—how to
be filled.

§ 18. That for incompetency, neglect of duty, immoral conduct, unacceptability, or other disqualification, the Commissioner may suspend or remove any teacher or Trustee from office, except in cities or towns organized as one district; and when from such cause, or from death, resignation, or any other cause, a vacancy in any one of the above named offices occurs, it shall be the duty of the Commissioner to proceed, within ten days after such vacancy occurs, or as soon thereafter as practicable, to supply the same by appointment.

Duty as to examination of applicants to become teachers.

§ 19. It shall be his duty to conduct or superintend in person the examinations of all persons offering themselves for positions as teachers of the Common Schools of his county, except in cities and towns organized as one district by special acts of the General Assembly, in regard to their moral character, learning, and ability to teach said schools; and he shall give a certificate of qualification to no teacher whom he has not personally and sufficiently examined, or who has not been sufficiently examined in his presence, as hereinafter provided for; and for any violation of the above specified duties, he shall be liable to a fine of not less than twenty nor more than fifty dollars.

Duty to decide questions of difference or doubt. Appeal allowed to board of education.

§ 20. The Commissioner shall decide all questions of difference or doubt having reference to the interests of Common Schools in his county; but appeals from his acts and decisions may be had, on petition of any interested

person to the Board of Education. The Commissioners shall conform to such reasonable rules and requirements as the Superintendent of Public Instruction shall, from time to time, prescribe and announce to them.

§ 21. In cases of controverted rights to office among Trustees, the Commissioner is empowered to recognize a Trustee from among the contestants until the dispute has been litigated.

A trustee to be recognized by the commissioner pending controverted right to the office.

§ 22. The Commissioners shall pay the teachers their salary direct, upon the certificate of the Trustees that the school has been taught.

Salary of teachers

§ 23. No Commissioner shall be allowed to buy any teacher's claim at a discount, under the penalty of removal from office by the Superintendent of Public Instruction.

Forbidden to buy claims.

§ 24. Each Commissioner when he resigns, vacates, is removed, or goes out of office, shall, within ten days thereafter, deliver to his successor, or to the county court clerk for him, any money, property, books, effects, or papers remaining in his hands, and for failure to do so, shall be fined not more than one hundred dollars.

To deliver property, books, &c., to his successor. Penalty for failure.

§ 25. In the case of the death, removal, resignation, or inability of the Commissioner elected by the court of claims to act, the presiding judge of said county is hereby authorized to appoint a successor, to continue in office until the succeeding annual session of the court of claims.

Vacancy, how to be filled.

§ 26. In the event of the failure on the part of the court of claims to elect a Commissioner at the proper time, the incumbent shall continue in office until the next annual meeting of the court of claims. Nevertheless, it shall be competent for the county court, at any regular session, to remove a Commissioner for inability, for habitual neglect of duty, or for malfeasance in office.

The incumbent to remain in office until successor is elected.

For what may be removed.

§ 27. In case of a defaulting and absconding Commissioner the Governor, upon information thereof being furnished by the Superintendent of Public Instruction, shall offer a reward, not exceeding in amount \$500, for his arrest and delivery to justice.

Reward to be offered for defaulting & absconding commissioner.

ARTICLE VI.

Districts.

The districts as at present organized to remain until altered.

When alteration to take effect.

No district enlarged without notice.

§ 1. The school districts of the several counties, as at present described and numbered, shall be retained until altered or abolished pursuant to this chapter; but no two districts in the same county shall be known by the same name or number. No change in the boundary of any district shall be made to take effect during any school year, unless made previous to taking the census for such school year. Nor shall the boundary of any district be enlarged, unless notice, in writing, be first given to the Trustees of other districts to be affected thereby, and an opportunity afforded them to resist the application for such enlargement.

Number of children to be included in a district, & regulations in respect thereof.

§ 2. No district shall include more than one hundred white children, between the ages of six and twenty years, unless it contains a town or village within its limits, or there be established therein a high school, academy, or college, entitled, pursuant to this chapter, to a share of the revenue of the Common School Fund; and no one shall contain less than forty such children, except in cases of extreme necessity, and in no case less than twenty. In all cases where the number of such children shall exceed one hundred, or fall below forty, the Commissioner shall state the reason thereof in his report to the Superintendent. The boundary of no district shall extend more than four miles square, unless it be necessary to enlarge the same so as to include the minimum number of children. Each school-house hereafter erected shall be located as near the center of the district as practicable.

Description of each district to be kept in a book.

§ 3. The Commissioner shall, in a book kept in his office for that purpose, and subject to public inspection, describe each district in his county by its number and boundary, and shall furnish to the Trustee of each district a description of the boundary thereof.

Regulation when a division line of counties bisects one neighborhood

§ 4. The Commissioners of two adjoining counties, where the division line intersects a neighborhood whose convenience requires it, may lay off a district composed of parts of both counties. Such district shall be report-

ed, together with its census of pupil children, only as belonging to the county in which the school-house of the same may be situated, by the Commissioner of said county; and he shall make report and draw for the whole district, as though it lay entirely within his county.

§ 5. Where two school districts adjoin, it shall be lawful for the children in either of such adjoining districts to be taught in and at such school-house as shall be most convenient to them: *Provided, however,* That their tuition fees shall be paid over to the teacher of that district in which they may be taught; and that no such change shall be made without the assent of the Trustee of both said school districts. In case of an agreement of the kind provided for in this section, the Trustee of the district in which the children were reported shall notify the commissioner, and he shall deduct the tuition fees of said pupils from the district giving permission, and pay them over to the teacher in the district in which they are taught.

Children in adjoining districts may, by consent, be taught in the school most convenient.

To what teacher tuition fees to be paid.

§ 6. When a city, town, or village establishes and maintains a system of Common Schools adequate to the teaching of all the children therein, and which all applying for instruction are permitted to attend free of charge, the same shall be deemed one district, and entitled to its proportion of the School Fund. Such city or town shall, through its school agents or other officers deputed for that purpose, make its annual report to the Commissioner of the county, for the several schools therein, at the time, and in a similar manner, to that required of the Trustee of a district. They shall also take the census of the white children therein, and make return thereof to such Commissioner as, and at the time, Trustees are required by this chapter to do; and shall, for neglect or violation of their duties in that respect, be liable to the same penalties. The Commissioner shall have no control over the schools in such districts; but the same shall be governed in all respects by the local authorities.

Provision as to cities, towns, or villages maintaining a system of common schools.

ARTICLE VII.

Trustees.

§ 1. Each school district shall be under the control of

Election of a trustee provided for
—how conducted
—who may vote
—who to act as judge of—his duty.

one Trustee, an election for whom shall be held at the school-house of such district, or such other convenient place as the Trustee may select, from nine o'clock in the morning till five o'clock in the evening, of the first Saturday of July in each year, notice thereof having been posted by the Trustee at three prominent places in the district for ten days preceding. At this election, the qualified white voters of the county shall be the electors; and any white widow, having a child between six and twenty years of age, may also vote, in person or by written proxy. No person except a Commissioner, or some person residing in the district, shall be competent to act as judge of said election. The judge, if not a Commissioner, shall be chosen by a majority of the voters present and voting; give the casting vote in case of a tie; give a certificate of election to the person elected, signed by himself and the clerk of the meeting, and report the name of the Trustee thus elected, in writing, to the Commissioner of the county within five days after the holding of said election.

Duration of office.

§ 2. The Trustee so elected shall hold office for one year, and until his successor is elected and qualified.

Penalty against judge of election for misfeasance or malfeasance.

§ 3. Any person who may be chosen to preside over the election of a school Trustee in any school district in this Commonwealth, who shall knowingly, and with intent to commit a fraud, receive and count any illegal vote, or issue a certificate of election to any person not entitled thereto, or shall refuse to issue such certificate to any one duly elected, or who shall fail, for five days after the election, to report the name of the person thus elected Trustee to the Commissioner; and any person who shall, with fraudulent intent, deface, mutilate, or destroy the records of any such election, shall be fined the sum of fifty dollars for every such offense, or be confined for twenty days in the county jail in default of the payment of such fine, and it shall be the duty of the Commissioner to report such offenses to the grand jury.

Vacancy, how to be filled.

§ 4. If, from a failure to qualify according to law, or from any other cause, there be a vacancy in the office of

Trustee, the Commissioner of the county shall supply the same by his appointment, in writing, and the Trustee so appointed shall hold his office until the next election, or until his successor be elected and qualified.

§ 5. He and his successor shall be a sole corporation, with perpetual succession, by the name of the Trustee for his School District; and as such may sue and be sued, take, hold, and dispose of real and personal estate, for the maintenance, use, and benefit of the Common Schools of his district, and receive and enforce payments of subscriptions for the like purpose. His private seals or scrolls shall stand in lieu of a corporate seal.

Declared a corporation sole, & rights as such.

§ 6. The Trustee shall keep a record of all his official transactions, which shall at all times be open to the inspection of the Commissioner.

Record of transactions to be kept

§ 7. The Trustee may take land, by purchase or donation, for the purpose of erecting thereon a school-house, provide for and secure the erection of the same, construct such out-buildings and inclosures as shall be conducive to the protection of the property and the comfort and decency of the pupils and teachers, make repairs, and provide the necessary furniture and apparatus. He shall have power to recover for any damages that may be done the property in his charge; and he may change the location of the school-house, sell or dispose of the old site, and use the proceeds thereof towards procuring a new one. If he cannot agree with the owner of any land most suitable for a school-house site as to the price and terms of purchase and sale thereof, the county court shall issue a writ of *ad quod damnum*, directed to the sheriff, to be executed and returned to said court as in case of opening roads; and upon return of said writ, duly executed, and upon the payment in court for the benefit of the owner of the amount ascertained by the verdict of the jury, the said court shall issue a writ requiring the sheriff to put the Trustee in possession of said lot; and thereupon the title to said lot shall vest in said Trustee: *Provided*, He shall not have the right to condemn any private property, which is used by the owner as a residence, gar-

Duty as to providing a school-house, and herein of power to acquire land and secure right of way for roads & pass-ways.

den, or orchard, or located within forty rods thereof. The quantity of land thus condemned shall, in no case, exceed one acre. One third of the school electors of any district may appeal from the decision of the Trustee, in the location of the school-house, or site for same, to the school Commissioner of the county, whose decision in the case shall be final. In such location, it shall be made as near the centre of the district as will be convenient of access to all the inhabitants of the district as practicable; and the Trustee shall make provisions for such roads or pass-ways to the school-house as will accommodate all the pupils who may be entitled to attend, and may apply to the county court having jurisdiction to open the same, as other road-ways are opened for public necessity and convenience.

Circumstances under which a school-house may be condemned, & how new one to be erected and furnished.

§ 8. After the first day of July, 1873, if a majority of the qualified voters of such district, under this chapter, consent thereto, the county School Commissioner may condemn any school-house which may be old, dilapidated, inconvenient, or unhealthy, or unfit to be occupied for the purposes of a Common School; and shall notify the Trustee of such district thereof, when he shall order a per capita tax not exceeding two dollars on each white male in the district over twenty-one years of age; to be collected as similar State taxes usually are; and such tax shall be applied to the erection and furnishing of a school-house adapted to the wants of said district: *Provided*, That in such districts where said tax would not be adequate to the erection of a good and sufficient school-house, or would be oppressive to the people of said district, it shall be the duty of the Common School Trustee to warn in the hands liable to work on the public highways in such district to meet at the place selected for the school-house, with such tools as they are directed to bring, for the purpose of repairing or building a new school-house, five days' notice being sufficient. The school-house may be built of logs, stone, brick, or plank, but must be of sufficient size to accommodate the children of the district, and have a chimney of stone or brick

where a fire-place is used, or where a stove is preferred, a pipe so protected as to secure the building from fire; it shall have glass windows to afford sufficient light, and suitable seats and writing tables for the children of the district. When a school-house is to be built, the Trustee of the district may apply to the Superintendent of Public Instruction for specifications and plans of model school-houses, and the Superintendent may furnish the same, and the school-house may be built upon one or the other of the plans furnished—as nearly as the circumstances of the district will allow. Said tax shall be collected by the sheriff of the county, as the revenue of the State is now collected; and pay over to the County Commissioner the amount collected from said district, to be paid out on the order of the Trustee; and the Commissioner shall be liable under his bond for the proper disbursement of all such funds. If any person liable to work on the public highway or roads of the county fails to attend at the time and place, and with tools directed by the Trustee, or fails or refuses to work when in attendance, he shall be proceeded against in the same way, and subject to the same fine, that hands are now by law who fail to work on the public highway; but such person shall not be required to work more than two days out of any week. If the Trustee of any Common School district in the State fail, after the school-house has been condemned by the Commissioner, to have a good and sufficient school-house in his district within six months thereafter, he shall be liable to be indicted by a grand jury, and fined, as overseers of the public highway are for failing to keep their precinct of road in good repair. All the fines collected under this section shall be applied to the benefit of the school-house in such district. The provisions of this section shall not be construed so as in any way to apply to negroes and mulattoes: *Provided*, No Common School district in which, by any of the provisions of this chapter, an additional tax has been levied for any of the purposes in this chapter mentioned, shall be altered in respect of boundary, name, or number, so long as the levy of such additional tax is

Restriction as to altering the district or boundary, name or number, and as to period of time tax is to be levied.

Tax for school-house purposes not to exceed 40 cents on the \$1000

continued. But no such levy shall continue for a period of more than one year, unless the same is annually renewed by vote. The district tax authorized by article two and article seven, in this chapter, shall not be so construed as to authorize more than one tax of forty cents on the one hundred dollars in any one year.

Sinking fund provided for.

Its object.

§ 9. The Trustee shall have power to assess and collect a poll or capitation tax of not more than fifty cents per annum on all the patrons of the Common School of the district, the proceeds of which shall constitute a sinking fund for providing the school-house with fuel, and defraying other contingent expenses incident to the comfortable conduct of the school thereof.

Trustee to select teacher, agree as to the compensation, & power of removal.

§ 10. The Trustee shall have power to select a qualified teacher, agree with him as to compensation, and for good cause, of which he shall be first notified in writing, remove him, subject to the approval of the Commissioner.

May appoint a collector.

§ 11. He may appoint a collector to collect all sums due the teacher by subscription or otherwise, and allow him a reasonable compensation therefor.

Duty as to stimulating children to attend school.

§ 12 It shall be the duty of the Trustee to invite and encourage all the white children in the district to attend the school, and to inform them and their parents that such is their right, for which the State pays, though they themselves may contribute nothing towards paying the expenses of the school. The annual report of the Trustee shall always show that this duty has been performed; and no arrangement shall be made for the benefit of some individuals to the exclusion of any others.

Duty of trustee to visit school & superintend its government.

§ 13. When a school begins, the Trustee, within five days thereafter, shall visit the school, and thereafter once a month; see that the regulations for its government are complied with and that the teacher performs his duty. Upon complaint of the teacher, he shall have power to expel a pupil.

Annual census to be taken - report thereof made.

§ 14. It shall be the duty of the Trustee of each district, annually, during the month of April, to take an exact census of all the white children then residing in such district, who will be on the first day of July following be-

tween the ages of six and twenty years, and on or before the first day of May report a list of the same to the Commissioner, specifying the name, age, sex, and names of the parents or guardian of each child. Should said Trustee willfully add to the list the names of persons not entitled to be placed on the same, or otherwise knowingly make a false list, each person thus offending shall, in addition to being liable to punishment for the crime of perjury, be subject to a fine of not less than fifty dollars; and should any other school officer be a party to such fraudulent lists, or any way aid in the commission of such fraud, he shall be liable to the same punishment. For a failure to take such census and report the same within the time and in the manner herein required, the Trustee shall be liable to a fine of not less than twenty dollars.

Penalty for willful addition of names to the list, or making a false list, or for failure to have census taken.

§ 15. Whenever a district shall become entitled to receive its proportion of the revenue, or a part thereof, as provided in section ten, article one, of this chapter, by reason of having had a school taught in full or for one half of the session, by the 15th of November, 15th of February, 15th of May, and 1st of July, in any year, it shall be the duty of the Trustee of such district to immediately make report thereof to the Commissioner; and at the termination of each school year they shall make a report to the Commissioner, embracing the detailed and tabular statistics, and information in respect to their district, as specified and enjoined upon the Commissioner to be made for the county in his annual report to the Superintendent in article five, section fifteen, of this chapter.

Duty of trustee to make report when district entitled to receive proportion of the school revenue.

§ 16. For a failure or refusal of the Trustee to make either of the reports mentioned in the last section within thirty days after the same are required to be made, he shall be subjected to a fine of not less than twenty dollars, and, besides, shall be liable to an action for damages by any person injured thereby.

Penalty for failure to make reports.

§ 17. The reports required of the Trustee shall, in every case, be signed by him.

Reports—how to be signed.

§ 18. A Trustee, when he resigns, vacates, is removed, or goes out of office, shall, within ten days thereafter, de-

Duty to deliver money, &c., to his successor.

liver to his successor any money, property, books, or papers in his custody as Trustee; and for failure herein he may be fined any sum not exceeding twenty dollars; and it shall be the duty of the Commissioner to report all such defaults to the grand jury.

When liable to be removed. § 19. For any neglect of duty or misfeasance in office, the Trustee shall, in addition to being fined as aforesaid, be removed from office by the Commissioner.

Oath. § 20. The oath of office administered to a Trustee, upon his induction into office, shall suffice for the term thereof.

Exemption of a trustee from discharge of civil duty. § 21. The Trustee, in consideration of his services, shall be exempt from duty as overseer or a hand upon a public highway, from service as a juror upon inquests or writs of *ad quod damnum*, and from militia duty, and from penalty for non-attendance upon his summons as grand or petit juror.

Pro rata share of surplus fund of district—when & for what purpose and by whom may be ordered to be paid. § 22. The court of claims, for the purpose of extending the time, or improving the character of common schools, may order the pro rata share of any district, in the surplus bond fund of the county, to be paid the Trustee of that particular district, on his written order therefor, and the Superintendent of Public Instruction shall determine its pro rata upon the basis of the last census report of said district, and draw his warrant in favor of said trustee upon the Auditor, and return a check for the same to the County Commissioner, to be turned over to the Trustee of such district, to be used for said purpose or purposes; and the Commissioners of the Sinking Fund, upon notice thereof by the Superintendent, are hereby required to make provision for all such claims within six months after the Superintendent of Public Instruction has drawn his warrant therefor upon the Auditor.

ARTICLE VIII.

Teachers.

Qualification of teachers. § 1. No person shall be deemed qualified to teach any Common School herein provided for, unless such person shall first have obtained a certificate of qualification to teach the elements of a plain English education, signed

by two members of the County Board of Examiners, specifying the class of qualifications of the applicants. Certificates shall be first-class or second-class, and each class shall be first-grade or second-grade. Those who understand clearly the principles involved in the subject to be taught, as well as the forms in which they are expressed, shall be entitled to first-class, first-grade, certificate; those who know the forms well, and have a knowledge of principles, but not clear, shall be entitled to first-class, second-grade, certificate; those who know the forms well, but not the principles, shall be entitled to a second-class, first-grade, certificate. When the Board of Examiners are satisfied that a particular district will not be able to procure a qualified teacher, they may issue a special license to a teacher, to whom they have refused a certificate, to teach in that district, but not elsewhere, in a specified school year. No certificate of the same grade, except first-grade, first-class, shall be issued to the same person more than twice. Certificates of the second-class, and of the second-grade of the first-class, shall expire in two years from their date. A first-class, first-grade certificate shall be valid for four years from its date, and may be continued four years longer by the Commissioner indorsing thereon "Renewed," and subscribing his name, for which no fee shall be charged. But no certificate shall be valid out of the county in which it is granted. The State Board of Education shall define the qualification necessary in order to procure a certificate of the several classes and grades.

How certificate
obtained.
Grades.

§ 2. The County School Commissioner shall appoint two competent and well-educated persons, who, together with himself, shall constitute a Board of Examiners for the county, who shall examine all the teachers applying to teach the Common Schools of the county. The said Board of Examiners shall hold their sessions on the third and fourth Saturdays in July and August, and in December and January of each school year, at the county seat, and at such other times and places as they may appoint, giving public notice thereof, for the examination of

Board of exam-
iners—how con-
stituted—when to
convene.

teachers for the Common Schools. The Commissioner and at least one member of the Board shall be present and conduct all such examinations, and shall sign all certificates of qualification given. Said examiners appointed by the Commissioner, before they shall be authorized to give any certificate, shall take and subscribe an oath that they will faithfully discharge their duties, that they will not give to any person a certificate until they have fully examined the applicant touching his qualifications and fitness to teach, and that they will not give to any one a certificate who is not qualified to teach as required by the Common School law; said affidavit shall be filed in the office of the clerk of the county court.

Fee for examination.

To whom certificate shall not be given.

§ 3. The Board may charge each applicant a fee of one dollar for each examination made, the proceeds of which shall be divided between the two members of the Board appointed by and acting with the Commissioner, in proportion to the services rendered by them. They shall give no certificate to any teacher unless they are satisfied that such teacher is possessed of a good moral character, knowledge of the branches of study examined on, and a fair ability to teach and govern a school, sufficient to warrant the grade or class of certificate given; and if, at any time, the recipient be found incompetent or inefficient, or otherwise unworthy of the indorsement given him, the Commissioners may revoke the same; and any teacher dismissed from a school on such grounds, shall be entitled to receive payment for services only up to the time of such dismissal.

Duty of teachers in respect of keeping a register—making report.

§ 4. It shall be the duty of each teacher of a Common School to keep such a register of the school as the Commissioner may require of him; and within ten days after the close of the session he shall make a report of the highest, lowest, and average number of pupils in attendance during the session; the books used, the branches taught, the number of pay pupils, if any, in attendance, and such other information as may be deemed of importance and interest; and he shall furnish a copy of such report to the Commissioner; and if he shall neglect or

Penalty.*

fail to do this, the Commissioner shall withhold twenty dollars of his salary due for the benefit of the district.

§ 5. Teachers shall faithfully enforce in school the course of study and the regulations prescribed in pursuance of law; and if any teacher shall willfully refuse or neglect to comply with such requisitions, the Commissioner, on petition or complaint of the Trustees, may remove or dismiss him, and withhold any part of the School Fund money due for teaching the school. Every teacher shall have the power and authority to hold every pupil to a strict accountability in school for any disorderly conduct on the way to or from the school, or on the play-ground of the school, or during intermission or recess, and to suspend from school any pupil for good cause: *Provided*, That such suspension shall be reported as soon as practicable to the Trustee by the teacher; and if such action is not sustained by him, he may appeal to the Commissioner, whose decision of the case shall be final.

Course of study to be enforced. Authority in respect of government—discipline—suspension.

§ 6. The Superintendent of Public Instruction shall appoint two professional educators, who, together with himself, shall constitute a State Board of Examiners, who shall examine all the teachers applying for State certificates. The said Board of Examiners shall hold their sessions at the State Capitol on the first Wednesday of July, and such days succeeding as may be necessary to examine those who may apply for certificates, and at such other times and places as they may appoint, giving notice thereof to each Commissioner of a county, for the examination of teachers for the Common Schools. The Superintendent, and at least one member of the board, shall be present and conduct all such examinations, and shall sign all certificates of qualification given, and affix the Superintendent's official seal thereto.

State board of examiners—who to constitute—to examine applicants as State teachers. When and where to convene, and notice thereof.

§ 7. The board shall charge each applicant a fee of three dollars, the proceeds of which shall be divided between the two members of the board appointed by and acting with the Superintendent, in proportion to the services rendered by them. They shall give no certificate to any teacher unless they are satisfied that such teacher

Fee to board.

Their duty in respect of giving certificates.

is possessed of a good moral character, knowledge of the branches of study required in the Common School course, together with physiology and hygiene, and a fair ability to teach and govern a school, sufficient to warrant the giving of a certificate of the first-class; and this certificate shall entitle a teacher to teach in any of the Common Schools, first grade, of the Commonwealth, for five years, without examination by the county board.

§ 8. The Board of Examiners may select, from the list of text-books prescribed by the State Board of Education, a uniform series of school books, which shall not be changed for the term of two years.

Uniform series of school books to be selected.

ARTICLE IX.

Teachers' Institute.

§ 1. It shall be the duty of the School Commissioner of each county, with the advice, direction, and co-operation of the Superintendent of Public Instruction, as far as the same may be necessary, to organize and cause to be held, for the normal instruction, improvement, and better qualification of the teachers of the Common Schools of his county, a Teachers' Institute annually, in July or August, at some point accessible and convenient for the attendance of the same.

§ 2. Every teacher of a Common School, and every one who has obtained a certificate of qualification to teach a Common School, shall attend the session of such Institute, and shall continue from year to year to do so as long as the Institute shall be kept up, upon a penalty for non-attendance, if satisfactory excuse has not been rendered the Commissioner, of forfeiting his certificate. The session shall not be longer than one week of six days, during which there shall be vacation of the Common Schools of the county to give opportunity to the teachers to attend; and no reduction of the teachers' wages shall be made during said week of vacation, provided he was in attendance the full time of the session of the Institute.

§ 3. The School Commissioner of the county shall be present during the entire session of the Institute, and shall keep a register of all teachers or others in attendance as

Teachers' Institute—how and by whom organized. Its objects. When and where held.

Who shall attend the session of.

Duration of the session.

Vacation of common schools.

School commissioner to attend, and h.r. of his duties, and mode of conducting.

pupils, of the daily exercises and proceedings, and of the progress and results of the same. An hour each morning, before the exercises of the Institute begin, shall be set apart for the examination of teachers who may wish to apply for certificates of qualification to teach the Common Schools by the County Board of Examiners; and those teachers having such certificates shall have precedence, in all cases where it is admissible, in selecting a teacher for a Common School. The Commissioner may collect from each teacher, or other person in attendance on the Institute at the time of matriculation as pupil of same, two dollars. These fees shall form a County Institute fund. Out of this fund the Commissioner shall pay, first, the County Board of Examiners; and after paying all necessary expenditures in support of the Institute taught and the Association held, he shall divide the balance of said fund, if any, equally among those districts in his county which have established library funds, to be appropriated solely for the benefit of the libraries of same.

§ 4. In selecting a proper place for holding the Teachers' Institute, the Commissioner shall decide with reference to the convenience and accommodation of the place, and shall endeavor to make such arrangements as he best can for the free accommodation, or for economizing and reducing the expenses of teachers while in attendance. He shall, twenty days before the Institute begins, notify by mail the Trustees of his county of the time and place of holding it; and it shall be the duty of said Trustees to notify each teacher in their respective school district. The Commissioner shall likewise cause the Trustee of each district to post notices thereof.

§ 5. During the session of the Institute there may be held a County Teachers' Association, and an evening or night term of two hours may be daily set apart for this purpose. The Association may be composed of all the officers and teachers of Common Schools present, and shall be called together by the Commissioner; after which, the organization and proceedings of the body shall be under its own control and management. The objects of

Provisions as to selecting place of holding the—notice.

County teachers' association.
Of whom composed, and its objects.

such Association shall be, primarily, to discuss and devise the best ways and means of promoting the interests of Common Schools, and the improvement of teachers, and the methods of teaching.

§ 6. The Commissioner shall, at the time of making his annual report to the Superintendent, also report the time and place of holding the Teachers' Institute; the name of the person conducting the same; the number of persons registered as in attendance; the sum collected by a fee of two dollars paid by each person in attendance; the number of teachers of Common Schools in the county who did not attend the Institute (and such other information of the proceedings and results of the Institute) and Teachers' Association as he may deem of value and interest.

Commissioner to report in respect of.

Several counties may unite.

§ 7. Where it can be done with more economy, and will as well accommodate all teachers and persons whose duty it may be to attend, the Commissioners of two or three counties may, by proper agreement and arrangement, unite together and have conducted one Teachers' Institute and Association for the counties they officially represent: *Provided*, The several counties thus united shall not contain a total of more than one hundred and fifty districts; and the same rules, regulations, and provisions shall apply in the management of such a union Institute or Association as in the case of a single county. The expenses and benefits of such union Institute and Association shall be divided between the several counties represented as equitably as possible by the Commissioners of the same.

ARTICLE X.

District Library.

§ 1. When, by contribution, purchase, or otherwise, forty volumes can be collected for such purpose, the district Trustee may organize a library in connection with the school of the district, which shall be for the use of the district in which the same is located. He may make such suitable arrangements for keeping the books and periodicals of the said library as may be necessary, and

District library—how organized.

How books to be kept.

may appoint a suitable person to take charge of the same, and to manage it according to such rules and regulations as they may prescribe: *Provided*, That none of the school revenues collected by general taxation for the purpose of Common School education, shall ever hereafter be used to purchase books, maps, or charts for the same.

§ 2. The Trustee shall have the same control over the library as over the other school property; and when it is practicable and safe, the same shall be kept in the school-house of the district; and when convenient, the teacher of the school shall be appointed to act as librarian. The Trustee shall be accountable for the proper care and preservation of the library, and shall have power to assess and collect all fines, penalties, and fees of membership; and he shall report annually to the Commissioner all library statistics which may be required of him, or which he may deem of importance.

Trustee to have control of, & his accountability.

§ 3. The Trustee may receive donations of books, maps, charts, and other works of interest: *Provided*, No books of a sectarian or infidel character shall be placed in the library; and any such books found therein shall be removed by the order of the Trustee or the Commissioner. The library shall be free to all pupils of suitable age belonging to the schools of the district; but any resident of the district may become entitled to its privileges upon the payment of such a sum of money for membership, or such as the Trustee may prescribe.

Trustee authorized to receive donations of books, &c.

Books of sectarian or infidel character to be excluded.

Library to be free to pupils.

Residents of the district—how to obtain privilege of.

§ 4. It shall be the duty of the State Board of Education to prepare a list of books suitable for school libraries, which may, from time to time, be amended, revised, and enlarged, and to prepare uniform rules and regulations for the government of the same, and to prescribe penalties, fines, and conditions of membership.

Board of education to prepare list of suitable books for, & prescribe rules for government of.

ARTICLE XI.

Common School Defined.

§ 1. The object of this chapter is to carry into effect the intention of the people of Kentucky, as expressed in the Constitution, in promoting the establishment throughout

Object of common school system defined.

the State of a system of Common Schools which shall be equally accessible to the poor as to the rich. It is therefore declared that no school shall be deemed a "Common School," within the meaning of this chapter, or be entitled to any contribution out of the school fund, unless the same has been, pursuant hereto, actually kept by a qualified or licensed teacher for five months, or, if situated in a district containing less than the minimum number of children, for three months during the same school year, and at which every white child residing in the district, between the ages of six and twenty years, has had the privilege of attending, whether contributing towards defraying its expenses or not.

Common school
—when may be
kept as a private.

§ 2. Nothing in the last section shall preclude a school which is kept for a part of the year as a Common School from being kept for the balance of the year as a select or private school, to which none but contributors may have the privilege of sending pupils.

The school year
—when to begin
and terminate.

§ 3. The school year shall hereafter begin on the first day of July, and terminate on the thirtieth day of June; the first year, pursuant to this chapter, beginning the first day of July, 1873.

What is a school
month.

§ 4. Twenty-two school days, or days in which teachers are actually employed in the school-room, shall constitute a school month in the Common Schools of the State.

Assistant teachers
may be employed,
when.

§ 5. In districts where the number of children of pupil ages exceed one hundred, the Trustee may employ an assistant to the principal teacher when the regular attendance exceeds fifty; and in no case shall less than two teachers be employed when the regular attendance is sixty or over.

Duty of pupils to
conform to regulations
of school. May be expelled
or suspended—
when.

§ 6. All pupils who may be admitted to Common Schools shall comply with the regulations established in pursuance of law for the government of such schools. Willful disobedience and defiance of the authority of the teacher, habitual profanity and vulgarity, or other gross violation of propriety or law, shall constitute good cause for suspension or expulsion from school.

§ 7. No books, tracts, papers, catechisms, or other publications of a sectarian, infidel, or denominational character, shall be used or distributed in any Common School, nor shall any sectarian or infidel doctrine be taught therein.

What books not to be used.

§ 8. Whenever a university, college, academy, or high school, which shall be exclusively devoted to the education of white children, not under the control of a religious denomination, may be established in any county, the Commissioner for such county, upon written application of the curators, trustees, or managers of such institution of learning, may lay off a Common School district including the same. The curators, trustees, or managers of such institution, shall be deemed Common School Trustees for such district, and shall perform all the duties required of, and be liable to all the penalties provided against, Common School Trustees by this chapter. Such district shall, upon complying with the provisions of this chapter, be entitled to its proportion of the revenue of the School Fund: *Provided*, All white children residing in said district, between the ages of six and twenty years, shall have the privilege of attending such institution of learning free of charge, for at least five months during each school year: *Provided further*, That no money shall be drawn from the School Fund for children not residents of such district: *Provided further*, That before said district shall be laid off, or the school placed under the control of the curators, trustees, or managers aforesaid, the consent of a majority of the qualified voters, under the school law, shall be obtained at an election to be held as required under this chapter for the election of a Trustee; said consent to be for a period of one year.

When a common school district to be laid off to embrace university, college, or academy, &c.

Provisions in regard to.

ARTICLE XII.

Fines and Amercements.

§ 1. All fines, forfeitures, and penalties imposed by this act, and not otherwise provided for herein, shall be enforced by indictment in the circuit court by the grand jury, and it shall be the duty of the circuit judge to give this in charge to the grand jury.

How fines, forfeitures, &c., enforced.

To whom paid,
and for what purpose.

§ 2. All fines and forfeitures recovered under this act shall be paid into the Treasury, and placed to the credit of the Common School Fund.

This act not to
affect local laws.

§ 3. But this act is not to affect, modify, or repeal any local or special law which establishes any city or town in one district, but the same shall be governed in all respects by the local laws and authorities.

Superintendent
to revise school
laws.

§ 4. The Superintendent of Public Instruction shall annually revise the School Laws, omitting all that has been repealed, and inserting in its proper place that which is amendatory.

CHAPTER 1483.

AN ACT to cause good School-houses to be erected in the Eighth and Ninth Congressional Districts.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

School-houses to
be built in the
common school
districts in the 8th
and 9th Congress-
ional Districts
of the State.

The school com-
missioner of each
of the counties in
said districts, in
connection with
common school
trustees, shall
select site for
school-house by
the 1st Septem-
ber, 1872.

§ 1. That there shall be erected a good and sufficient school-house in every common school district in the Eighth and Ninth Congressional Districts.

§ 2. It shall be the duty of the School Commissioner of each of the counties composing the Eighth and Ninth Congressional District to visit each school district in his county before the first day of September, 1871, and he, together with the Common School Trustees for the district, shall select a situation for a school-house, having regard to the greatest convenience to the greatest number of children in the district.

Commissioners
to notify hands to
work on school-
house, &c.

§ 3. If there is not a good and sufficient school-house at the place selected, it shall be the duty of the Common School Trustees to warn in the hands liable to work on the public highways in such district to meet at the place selected for the school-house, with such tools as they are directed to bring, for the purpose of repairing or building a new school-house, three days' notice being sufficient.

How school-
house to be built,
size, &c.

§ 4. The school-house may be built of logs, stone, plank, or brick, but must be of sufficient size to accommodate the children of the district, and have a chimney of stone or

brick, and glass windows to afford sufficient light, and suitable seats and writing tables for the children of the district.

§ 5. It shall be the duty of the Trustees of each common school district to levy a poll or capitation tax upon each head of a family in the district sufficient to purchase glass for the windows, or to pay for mechanical work which cannot be performed by the persons in the district liable to work on the school-house, or to pay for lime or lumber which cannot be furnished by the laborer of the district; said tax not to exceed fifty cents per head.

Trustee to levy poll-tax on heads of families to pay for material and work not done by district hands, not to exceed fifty cents per head.

§ 6. Said tax shall be collected by the sheriff of the county, as the revenue of the State is now collected; and pay over to said Trustees the amount collected from their said district.

Tax to be collected as revenue of the State.

§ 7. If any person liable to work on the public highway or roads of the county fails to attend at the time and place, and with tools directed by the Trustees, or fails or refuses to work when in attendance, he shall be proceeded against in the same way, and subject to the same fine, that hands are now by law who fail to work on the public highway. And any School Commissioner who fails to attend at the school districts, as required by this act, for the purpose of selecting a place for a school-house, shall be liable to be proceeded against in the same way, and subject to the same fine, that surveyors of the public highway are for failing to keep their precinct of road in good repair; but such persons shall not be required to work more than two days out of any week.

Penalty against person liable to work, for failing or refusing to work; also penalty against school commissioner for failing to do his duty.

§ 8. If the Trustees of any common school district in the Eighth or Ninth Congressional District fail to have a good and sufficient school-house in their district on the first day of November, 1872, they shall be liable to be indicted by a grand jury, and fined as overseers of the public highway are for failing to keep their precinct of road in good repair.

Trustees to be indicted if they fail to have good school-house by 1st day of November, 1872.

§ 9. All the fines collected under this act shall be applied to the benefit of the school-house in such district, if necessary; if not, to school purposes in such districts.

Disposition of fines.

§ 10. This act shall not be construed so as in any way to apply to negroes and mulattoes.

§ 11. The provisions of this act shall not apply to the counties of Mason, Fleming, Bath, Lewis, Madison, and Wayne.

§ 12. This act shall take effect from its passage.

Approved March 10, 1873.

CHAPTER 87.

AN ACT to amend an act to cause good School-houses to be erected in the Eighth and Ninth Congressional Districts.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

See Public Acts
of 1871, p. 51.

§ 1. That the Commissioners of Common Schools and the Trustees named in the act to which this is an amendment, have the further time until December 1, 1873, to complete their respective school-houses as required in said act.

§ 2. That it shall not be a defense to any person required by said act to work on said school-houses, that the Trustees have not title to the land upon which the house is to be erected.

§ 3. This act shall apply only to the counties of Whitley and Laurel.

§ 4. This act shall be in force from its passage.

Approved February 6, 1873.

CHAPTER 187.

AN ACT to amend an act, entitled "An act to amend an act, entitled 'An act to cause good School-houses to be erected in the Eighth and Ninth Congressional Districts,'" approved March 13th, 1872.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

See Public Acts
of 1872, p. 46.

§ 1. That an act, entitled "An act to amend an act, entitled 'An act to cause good school-houses to be erected in the Eighth and Ninth Congressional Districts,'" approved March 13th, 1872, be, and the same is hereby, so amended that the Trustees of the common school dis-

tricts in the counties of Lawrence, Magoffin, Morgan, Elliott, Rowan, Floyd, Johnson, Wolfe, Breathitt, Owsley, Lee, and Martin, have the further time until the first day of November, 1873, in which to complete their respective school-houses.

§ 2. That the said Trustees of Common Schools of the counties aforesaid shall have the power and authority to levy a capitation or poll-tax of one dollar on each white voter in their respective districts, which tax may be levied annually if the said Trustees may see proper, and shall be assessed, collected, and accounted for in the same manner that the tax provided by the acts to which this is an amendment is assessed, collected, and accounted for, which tax, when collected, shall be used by the said Trustees for the purpose of completing their school-houses, and keeping them in repair.

Trustees authorized to levy tax, and manner of collecting same.

§ 3. That the taxes provided to be levied by this act may be collected by any constable in their respective counties: *Provided*, They shall be responsible on their official bonds for the same.

§ 4. This act shall take effect from and after its passage.

Approved February 17, 1873.

CHAPTER 1001.

AN ACT to amend an act, entitled "An act to cause good School-houses to be erected in the Eighth and Ninth Congressional Districts."

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

§ 1. That an act, entitled "An act to cause good school-houses to be erected in the Eighth and Ninth Congressional Districts," be so amended that section two of said act shall be extended until the first day of September, 1873.

§ 2. That the eighth section of said act be so amended as to extend the provision of said section until the first day of November, 1874.

§ 3. That sections one, three, four, five, six, seven, ten, eleven, and twelve shall remain in full force and effect.

§ 4. This act shall only apply to the counties of Jackson, Estill, Rockcastle, Laurel, Knox, Bell, Harlan, Perry, Owsley, and Clay.

§ 5. This act shall be in force from its passage.

Approved April 21, 1873.

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